EXTENSION EDUCATION INSTITUTE
NILOKHERI

Ex 83

GROUP AND CASE STUDIES

OF

INSTRUCTORS OF GRAMSEVAKS TRAINING CENTRES

REFRESHER COURSE

(17-10-67 to 31-10-67)

DEVELOPED BY THE TEACHING STAFF OF THE INSTITUTE AND PARTICIPANTS OF THE COURSE

DIRECTORATE OF EXTENSION
MINISTRY OF FOOD, AGRICULTURE, COMMUNITY DEVELOPMENT AND COOPERATION
GOVERNMENT OF INDIA
NEW DELHI.

Ex. 83

GROUP AND CASE STUDIES

OF

INSTRUCTORS OF GRAMSEVAKS TRAINING CENTRES

REFRESHER COURSE

(17-10-67 to 31-10-67)

Ex. 84.

CONTENTS

Page No.

I. INTRODUCTION

II. SYLLABUS AND ITS TREATMENT.

III. CASE STUDIES OF INSTRUCTORS

1. Untold story of an untrained Instructor — Badri Singh — 2
2. An Instructor at a Gramsevak Training Centre — Baldev Singh — 7
3. An Instructor at a Gramsevak Training Centre — C.L.Gupta — 14
4. An insight into the working of an Instructor — Dr.H.W.Butt — 19
5. An Instructress at a Gramsevak Training Centre — C.L.Gupta — 25
6. An Instructor at a Gramsevak Training Centre — T.M.Dak — 30
7. Making trained Instructor more effective — Badri Singh — 36
8. An Instructor at a Gramsevak Training Centre — H.Mahabaleshwariah — 41
9. An Instructor at a Gramsevak Training Centre — T.M.Dak — 46
10. An Instructor at a Gramsevak Training Centre — Baldev Singh — 51
11. An Instructor at a Gramsevak Training Centre — H.Mahabaleshwariah — 57

IV. REPORT OF GROUP STUDIES

1. Classroom teaching at the Gramsevak Training Centre — 63
2. Syllabus and its treatment — 76
3. Field practicals and job placement — 80
4. Campus practicals and their organization — 85

...

V. BOOK REVIEWS

1. How adults learn - J.R.Kidd 89

2. Cooperative Extension work - Hearne & Kelsey 96

3. The human factor in Community work - T.R.Batten 99

VI. SYNOPSIS OF TALKS

1. How farmers adopt new ideas - Badri Singh 103

2. Extension education as a means to increasing Agricultural production - R.D.Kaushik 106

3. Planning Social change in Extension - T.M.Dak 109

4. Leadership training and Development - T.M.Dak 111

5. Planning the lesson - C.L.Gupta 113

6. Audio-visual aids in Extension teaching - C.L.Gupta 115

7. Evaluation in Extension - H.Mahabaleshwariah 117

8. New strategy in Agriculture production-Badri Singh 119

9. Focusing on the villager - E.N.Sanders 121

10. Group methods as teaching techniques - Dr.H.W.Butt 126

11. Oral communication - Dr.H.W.Butt 128

12. Programmed Instruction - Dr.H.W.Butt 129

13. The importance of the case study method-Dr.H.W.Butt 131

VII. LESSON PLANS

1. Cultivation of potatoes 135

2. Cultivation of dwarf wheats 140

3. Cultivation of hybrid bajra 143

VIII. FARMERS' TRAINING AND EDUCATION 149

IX. ANALYSIS OF THE CASE STUDIES 157

X. LIST OF STAFF MEMBERS 163

... .

INTRODUCTION

A Refresher course of two weeks for Principals and Instructors of the Gramsevak Training Centres was organised from the 17th to the 31st October, 1967. The main objective of this course is to bring back the instructional staff who had the initial training of two months a few years back. During this course opportunities are given to the participants to practise teaching techniques, group methods and other exercises in order to sharpen their skills and improve their quality of teaching. Advantage is also taken at this time to get the thinking of the experienced members of the instructional staff of the GTCs in the approach adopted in their own centres towards the various aspects of training. The group consisted of 13 participants from the States of Assam, Rajasthan, Madhya Pradesh and Uttar Pradesh.

SYLLABUS

A tentative syllabus of a few selected topics dealing with the techniques of teaching and learning has been prepared for this group. In addition to the emphasis on teaching methods, communication, guidance, topics of importance connected with Agricultural Production have also been included alongwith the new strategy, farmers training and the high yielding varieties programme. This syllabus was placed before the group alongwith the detailed break up and treatment so that they could decide on the priorities and the areas of their specific interest.

CASE STUDIES

The case study approach has been used with the main objective of providing guide lines and examples to the Instructors for the methodology and importance of writing case studies. After presenting the method of approach to the group the members of the teaching staff took up the writing of case studies on each Instructor. This approach helped the teaching staff to gain deep insight into the attitude, problems and the way in which the Instructor looks at the training programme. This teaching method by making the Instructor himself the object of learning has been extremely effective in both directions - in helping the Instructor to look upon the various facets of training from an objective point of view and on the other hand helping the members of the teaching staff of this Institute to get acquainted with the areas of deficiency and the attitude of the trainers in a GTC. Eleven case studies will be found in the booklet developed by the members of the teaching staff alongwith the summary of analysis at the end.

GROUP STUDIES

The training programme at the GTC has been divided into four main divisions. The group of participants was assigned one of the topics of the group studies for detail examination.

In a series of meetings with the help of consultants, the participants studied the working of the GTC in the selected areas of training. The group consisted of members from different subject matter areas. After examing the existing situation in the various GTCs, the group made suggestions for improvement. These reports have been a teaching device to make the participants realize the importance of training and to approach the areas in which improvements are possible.

BOOK REVIEWS

A few latest publications in Extension were selected for book reviews after explaining the methodology of reviewing a book. These assignments were given to each individual to create an incentive of reading the latest publications. A few samples have been included in this booklet.

SYNOPTIC NOTES

Brief points of the talks given during the course have been included in this booklet for the guidance of the Instructors. The talking points that have been prepared will be meaningful only to experienced Instructors who have/have exposed to these topics before.

LESSON PLANS

An exercise of preparing lesson plans was given to each participant after detailed discussions on the method of approach. Opportunities to present these lesson plans were provided to only a few as it was not possible to include the entire group in the programme. One of the main features of these presentations was the analysis - the analysis was done through group methods such as panel discussion, symposium and group discussion. The members of the teaching staff themselves took part in the analysis and thus provided a sample of the method of conducting a panel discussion. As it was not possible to include all the individual lesson plans, those prepared on Agricultural topics have been included.

FARMERS TRAINING AND EDUCATION

A complete day in the short course was devoted to farmers' training. It was felt necessary to give this group an idea of the programmes that are being organized on an All India basisfor the training of farmers. As the Instructors themselves will be involved in this programme, it was found necessary to provide them with the thinking and the material prepared in this connection. The details of this programme were introduced by the Director of Extension Training in the Directorate during the study tour. The groups sub-divided the topics and discussed the methods in detail. The views expressed by the group are included in this booklet.

STUDY TOUR

A programme of study tour of one day was organized for this group to visit the Psychological Foundations. The new technique of teaching through programmed learning was the main objective. With the coordination of the teaching staff and the National Inst. of Education at Delhi, this programme was organised. This group was [illegible] with the importance and the methods of programmed learning. An attempt is being made at this Institute to follow the lines of programmed learning to teach the Gramsevaks. The first step will be taken in the high yielding varieties programme. Once the script and the frames are prepared these will be tested in the GTCs. In this way this orientation would be useful to prepare the Instructors for this new approach.

(Herbert W.Butt)
PRINCIPAL.

Refresher course for Principals and
Instructors of the GTCs/GSTCs:
-(17-10-67 to 31-10-67).

...

" TENTATIVE SYLLABUS "

1. Principles of teaching and learning.

2. -do- -do-

3. Lesson plans - Evaluation.

4. Use of audio-visual materials in teaching.

5. Effective techniques of oral communication.

6. The function and process of guidance, supervision and counselling.

7. Characteristics of Extension Teaching Methods.

8. How farmers accept new ideas?

9. Group methods in Extension.

10. The new strategy of agricultural production in India.

11. Extension education as a means of increasing agricultural production.

12. Farmers training in high yielding varieties programme.

13. Leadership training and development.

14. Social change - definition, factors causing change.

15. Case study approach.

16. Evaluation of agricultural Extension programme-methods and techniques.

...

BREAK-UP OF THE TRAINING PERIOD

Duration of the course. 17-10-67 to 31-10-67

= 15 days.

Holidays(Sundays) = 2 days

No. of working days: = 13 days.

Finalization of programme and evaluation: = 2 days.

Visual-Aid-Workshop = 1 day

Field Trip = 1 day

4 days.

Total No. of days available for discussion, talks, and campus working days:

= 9 days.

Split up of the campus working days:

9 days x 5 = 45 periods.

Lecture/discussion	- 18	periods.
Lesson plan presentation	-10	periods.
Lesson plan evaluation	- 2	"
Syllabus	- 2	"
Presentation of teaching methods.	- 4	"
Group study methods	- 9	"
	45	periods.

....

Programme of two week Refresher Course for the Instructional staff of Gramsevak and Gramsevika Training Centres, from 17-10-67 to 31-10-67.

...

DAILY TIME TABLE:

9.00 AM 10.15 "	- Session I.
10.15 " 11.30 "	- Session II.
11.45 " 12.45 PM	- Session III.
2.00 " 3.00 "	- Assignment/library/guidance and counselling.
3.00 " 4.00 "	- Session IV
4.00 " 5.00 "	- Session V.
5.00 " 6.00 "	- Recreation and games.
7.00 " 8.00 "	- Film show/ library.

...

CASE STUDIES

A programme of conducting case studies on Village Level Workers, Extension Officers and Instructors has been started at this Institute. The exercise of writing case studies helps the interviewer not only to develop techniques of interviewing but also to get a deep insight into the working, aptitude, achievements, problems and failures of the Extension worker. In the refresher course for senior Village Level Workers we usually get very experienced field workers who have put in 10 to 15 years of service. Most of them have been in the field of Extension services since the very inception of the Community Development programme. To study these cases in detail, as far as the human approach is concerned, is extremely interesting and revealing from the point of view of policy makers and trainers.

As we run concurrent programmes for Instructors of Gramsevak Training Centres and Gramsevaks from the blocks, the Instructors have a good opportunity to study these experienced Village Level Workers during the period they are under training at this Institute. In order to give the Instructors of the Gramsevak Training Centres an idea of interviewing and collecting information for these case studies, a theoretical framework is given to them. Lectures and discussions are held regarding the importance of case studies, their relationship to statistical data, the technique of interviewing, recording & analysing of data. To provide these Instructors samples of case studies, these exercises are also taken up by the members of teaching staff of this Institute.

In the following pages will be found 11 case studies developed by the members of the teaching staff of this Institute on the experienced Instructors of the Gramsevak Training Centres who participated in a two weeks' refresher course. The analyses of these case studies will be found at the end of the booklet.

UNTOLD STORY OF AN UNTRAINED INSTRUCTOR

(A case study)

Badri Singh

THE BACKGROUND

The Instructor in agriculture working in a Gramsevak Training Centre in a state belongs to a middle class family and has had his schooling in difficult circumstances. He is thirty-eight years old and has a hobby of playing volley-ball.

EDUCATION

He completed his high school in 1948 and entered service due to the difficult financial position of the family. Between 1951-55, he completed his B.Sc.(Agri.) from an Agricultural college. Though very much desirous, he has not been able to add to his qualifications further.

EXPERIENCE

Between the years 1949-51, he has worked as a teacher in English and Mathematics in two Higher Secondary schools of the State Department of Education. For four years (1955-58), he was employed as Plant Protection Inspector in the Department of Agriculture. During 1959 and 1960, he was posted at a district headquarters in the same capacity. In 1961 and 1962, he was posted in a block as Agricultural Extension Officer. From 1962, he is working as an Instructor in Agriculture in an Upgraded Gramsevak Training Centre.

The important thing to be remembered in his case is that he has not been associated with the pre-service training of Village Level Workers. Since 1962, he is conducting the Upgraded course of Senior VLWs for 10 months in intensive agriculture. The procedure and method in this case are slightly different from those followed in the two years integrated course of VLWs.

TRAINING

Since he entered the regular service in 1955 after completing his B.Sc(Agri.), he has had no training whatsoever. When a general circular went round the concerned states about this course from the Directorate of Extension, the Principal of his G.T.C. was also asked by the State authorities to send an Instructor to the

Extension Education Institute, Nilokheri. Even though he was quite senior, yet the Principal selected another staff member for the course and wrote for permission to State authorities. The Instructor under study protested but of no avail. By chance, the Instructor who was recommended for Nilokheri was transferred. Another new instructor joined the G.T.C. in his place. The Principal suggested the name of the new Instructor to the state Government for deputation to Nilokheri. Upon this the instructor under study represented his case to the State Government mentioning that he had never received any training before, that he was senior most on the teaching staff and the course at Nilokheri would be quite worthwhile for him and the G.T.C. The State Government accepted his request and deputed him for this course.

But there is the other side of the story also. The present course is meant for those instructors who have already received three or two months training a few years back at the Extension Education Institute, Nilokheri, or Anand or Rajendranagar. It is a short refresher course of a fortnight. The level of discussions and treatment of the course has been such as to take it for granted that the group has already received its previous training. So in the absence of the original training, the instructor under study was finding it difficult to maintain the level of understanding of other participants.

SELF-IMAGE

Strangely he is not interested in the job of teaching at the G.T.C. In the beginning, he did not take much interest. But gradually as he has understood the work, he has been taking more interest in his work. He is interested in getting promotion in the field.

He wanted to complete his M.Sc(Agri.) in the adjacent state college of Agriculture having all the facilities. But he was not allowed to complete it.

WORK LOAD

In other states the upgraded course of VLWs is for one year. But at his G.T.C., it is only of ten months duration. The net working period is 8 months. He has 45 hours per month for theory, 68 hourse for campus practicals, 24 hours for demonstrations in the villages, 30 hours for co-curricular activities such as games, cultural programmes and 50 hours for office work. This work load remains uniform throughout the course. He does not have any other assignment and feels that it is a normal load of work.

METHODS AND TECHNIQUES

He takes some books and publications from the library and prepares lecture notes for class room teaching. The lesson plans are not prepared because he had no formal training in it.

Black board is widely used, associated with charts and samples. Charts have been purchased by the G.T.C. from outside agencies. No visuals are prepared by him. He does not get any guidance from his superior officers. The latest information is received from the research centres.

In addition to lectures and discussions, demonstrations are arranged before the trainees. There are no study tours. Field trips are arranged to nearly Rice Experimental Station and sugarcane Experimental station.

THE SYLLABUS

The syllabus is prepared by the heads of the Agriculture department at the state capital. It is passed on to him. He does not participate in the preparation of the syllabus. 75% of the syllabus is all right. There are certain types of crops like ragi, bajra which find place in the syllabus but are not grown in the state. Paddy, pulses, potatoes, vegetables, mustards, sugarcane, jute, turmoric, zinger etc. are strong areas in the syllabus.

CAMPUS PRACTICALS

The campus practicals are held from 7.00 to 9.30 a.m. Certain theoretical background is given in the class room. Demonstrations are given before them.

The individual plot scheme is being implemented at the G.T.C. Each V.L.W. is allotted a plot of 100'x25' He pays Rs.7/- for the session. The produce belongs to him. The input factors are supplied by the centre from the Demonstration Fund for which there is a budget provision from the State Government.

All plans and scheme are prepared under his guidance. By this process the VLWs get the practical experience and confidence.

But the plots allotted to them are too small. They should be increased.

VILLAGE PRACTICALS

According to the season and crops grown, the plan is prepared in consultation with the students. The materials required for village practicals are requisitioned

from the Principal. He accompanies the trainees in organising and attending the village practicals. The trainees are asked to go ahead with demonstrations and maintain the up-to-date records for which there is an allotment of 100 marks. The marks are submitted at the final examination. Trainees present the demonstrations before the cultivators in his presence.

Demonstrations on paddy, vegetables, pulses and mustards have created impact.

AREAS OF SUCCESS AND FAILURES

As he had the field experience as Agricultural Extension Officer, he has been successful in giving practical orientation to his subject matter area. But there is no follow-up programme of the trained VLWs. Therefore, he does not know how his trainees are doing in the field. In the absence of his own training, he has not been able to apply the methods and techniques of teaching effectively.

ANALYSIS OF THE PROBLEMS

The problems and difficulties faced by him may be summarised as follows:

1. The Principal does not provide suitable guidance.

2. Vehicles are not provided for village practicals.

3. The class rooms are inadequate.

4. Quarters provided to the staff are not satisfactory.

5. The marketing centre is situated at a distance.

6. No suitable medical and educational facilities are available to the family and children.

7. The library is not equipped with the latest books and publications.

SUGGESTIONS

a) The instructors should be involved in the formulation and finalization of the syllabus.

b) The villages in the neighbourhood of the G.T.C. do not have large percentage of farming population. Villages situated at a distance of 6-10 miles and having larger farming families should be selected for better impact.

c) Transport facilities should be provided for village practicals.

d) There should be improvement of supply materials for demonstrations during village practicals.

e) Follow-up programme of V.L.Ws by the instructors should be implemented to modify and improve the training programme.

f) The study tours of the VLWs under upgraded course should be arranged to agricultural research or demonstration farms.

g) If the areas are available, the size of the individual plots should be increased from 100'x25' to 100'x50'.

h) Publicity of agricultural activities in the villages should be announced with the help of mike.

i) The instructors of the GTCs should be sent to 2 months courses in teaching methods and communication media before they are deputed to two weeks refresher courses.

j) Those who are not interested in the job of training should not be posted as instructors at the GTCs.

k) The duration of the upgraded course should be one year instead of the present 10 months period.

l) Most of the VLWs sent for training are under matric. So they are unable to follow the lectures. VLWs with atleast matriculation should be deputed for this type of course.

.. ..

AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(A Case Study)

Baldev Singh

Background:

This young instructor comes from the hilly districts of a state and belongs to an agriculturist family. He studied upto intermediate(Science) after which he entered into service. He has been a good student throughout his educational period.

Training

In the year 1957 he got his 9 month training for sanitary Inspector from a Public Health Training Institute. In the same year he received one week job training at Bakshi-ka-Talab, Lucknow. He has also received the following subject matter training.

S.No.	Type of the training	Duration of trg.	Name of Institute	Year
1.	Ophthalmic Hygience Training	1 week	Medical college lucknow	1958
2.	All India work seminar	12 days	Agri. College Rajendranagar (Hyderabad)	1959
3.	Family Planning and Latrine programme training	3 weeks	B.K.T. Lucknow	1959
4.	Public Health Refresher Course	1 month	D.H.T.C. Najafgarh	1961
5.	Applied Nutrition Training	1 month	P.H.I. Lucknow	1963
6.	Teaching method and extension	2 months	E.E.I. Anand	1963

His training background qualifies him in his work as Public Health Instructor.

Experience

By obtaining a first class in his Sanitary Inspectors' Training, he was posted directly as Inspector in Public Health at a G.T.C. in 1957. His entire service of ten years has been equally divided at two GTCs. Both these G.T.Cs are located in the hilly area and are in accordance with his back ground. He does not have any field experience. Due to lack of field experience he feels he was not able to develop confidence in his teaching in the first two years. He feels that only such people who have adequate field experience should be posted to training centres as learning by doing is a long process.

His interest

He never had a chance to work as a Sanitary Inspector though he very much wanted to. He had to do a lot of mental adjustment for the teaching assignment. Being a good student his desire for reading was met to a great extent and gradually he started liking his new job. He has been satisfied with the opportunity for self study which he considers very useful in his teaching assignment. Through learning by doing he has now overcome his earlier deficiency and lack of confidence in field work. He was ambitious to become a sanitary inspector and unwillingly drifted in his present assignment. It was not his choice in the beginning but now he has started liking his teaching assignment and would not like to change it to a field assignment.

Workload

He considers his teaching load at the G.T.C. as light almost through out the year except in the month of December, January and February. His annual work load of 100 periods of theory classes and 51 period classes of 45 minutes each. He devotes 105 periods for A.N.P. training classes per year. For office work he devotes about 350 hrs per year. For library and self study 250 periods are utilised. His job in the dispensary is to supervise the comounder and to attend to common ailments of the trainees. He also looks after the general sanitation of the campus. The total number of days for working in a year work out to be roughly 250. Thus his teaching work load amounts to about an hour per day. Most of his time is spent in other responsibilities given to him with regard to the dispensary, sanitation of the campus and office work.

Preparation for teaching:

With the helps of the books, other publications and his lecture notes of Sanitary Inspectors' Training he has prepared his lesson plans. These lesson plans have been revised and modified in every course. The latest technical information and his experience of teaching in the previous course were taken into consideration while revising his lesson plans. He has also prepared visual aids for most of his talks. He does not feel any difficulty in collecting information in his subject matter. In the initial stage of his teaching assignment he used to devote quite a few hours for preparation of his talk in accordance with the syllabus. He does not need much time now for preparing his talks.

Methods adopted

Discussions usually follow each lecture. During the lectures he makes use of various A.V.Aids. Practicals follow lectures. For practicals necessary equipment and material are collected in advance. Demonstrations are given in which efforts are made to involve each trainee. Later on the trainees are asked to repeat the demonstration. Guidance is given by him at different steps where ever needed.

Treatment of the syllabus:

The main emphasis in the syllabus has been given on agriculture and animal husbandry; very little importance is given to public health and sanitation. Only items which are directly related to his field requirements are included in the syllabus. Some more talks to build up the theoritical background are needed. He feels that according to the importance of the subject some more periods must be allotted. He feels that the shift from the multipurpose concept is temporary and will probably last till India meets its acute food shortage. Thus the VLWs trained during this period will lack the comprehensive approach and will face difficulties in future. In the present circumstances he feels that the portion of the syllabus assigned to him can be given full justification by him.

Job training

According to him the job training is the most effective method of preparing the VLW for future job expectations. There can be no substitute for this method. After institutional training of one and half year the trainees are kept under job

placement for a period of three months. Villages are selected in consultation with the Block Staff as well as in accordance with the views of the member of the Block Development committee. Before deputing the trainees to the villages the programme for the job placement is planned well in advance assuring the supply line. Physical targets are assigned according to the possibilities. The targets are fixed within the frame work of village production plan and on the subjects which have already been taught. In order to orient them in their field studies they are put under the administrative control of the B.D.O. Proper supervision and guidance is provided by the trainers team as well as by the Block Staff. Job evaluation is done after the completion of the training and difficulties and doubts confornted during the job placement time are removed.

The chief item for job training as far as the subject matter is concerned is A.N.P. Much attention is given to the educational side of the programme. Trainees make quite effective use of the medicine chest. Vaccination and disinfection are also done successfully.

Village practicals

As per the content of the syllabus the duration of village practicals are adequate and is quite an effective teaching method. The practicals are planned in advance. A booklet incorporating the details of items to be taken up, is prepared and distributed to the trainees before they go out for actual village practicals. Guidance and supervision is provided by the trainers team as well as by the block staff Besides the items of the general educational programme specific projects according to the seasonal requirements are taken up by organising demonstrations. The work done by the trainees is followed up by the Block Staff.

Campus practicals:

Nearly 52 periods a year are devoted in campus practicals. Practicals follow lectures. Necessary equipment and material is collected in advance after giving a demonstration, the trainees are involved in the various steps. Later on the trainees are asked to repeat the demonstration, guidance is given. Where ever needed.

His role in the training programme

a) Programme planning and execution

He is over all in charge of A.N.P. programme planning and its execution. In the field of Public Health and Rural sanitation he prepares the break up of the periods etc. for the entire year.

b) Evaluation of the trainees

He conducts periodical tests in his subject. He sets the questions paper on the areas covered by him. As far as the final examination is concerned, he has nothing to do with it as this is done by the external examiner. He assists the external examiner in the evaluation. He devotes special time for boys who are weak in the subject. He feels that the quality of the gramsevak trainees who are coming to the institute is going down year after year. Strict criteria for initial selection should be observed.

c) General working of the centre:

He is incharge of the general sanitation of campus. He also looks after the Health of the trainees as he is incharge of the G.T.C. dispensary.

d) Guidance and counselling

The wards system is being followed at the institute. He spends extra time for helping the trainees assigned to him so as to enable them to do better.

Incentive

The centre is located in a remote village. Educational facilities for the school going children is lacking. Beside his day-to-day requirements are available only in far off market. He is quite satisfied with the working conditions at the G.T.C. He is not satisfied with the existing pay scales nor with the slim chances for future promotion. Disparity between the pay scales of various instructors is discouraging for him. He feels ~~accommodation~~ special allowance as well as rent free accommodation should be provided at the G.T.C. The training centre should be an educational institute in the real sense and the administrative aspect should be more flexible.

Sucess and failures:

He is quite satisfied with the quality of the finally trained VLW. He feels that the VLWs are quite successful in his subject matter field. He does not consider that he has faced any failure in his work.

Problems

He does not feel any specific problems other than those listed under the sub-head incentives.

Suggestions for improving the training programme

a) For the G.T.C. Principal

1. The principal as head of the G.T.C. may please look into the administrative aspect at campus. Human approach to the various problems should be applied. More good can be achieved through love than fear.

2. Necessary facilities regarding preparation for various A.V.Aid to be extended.

3. The principal's own lesson plans and presentation should be a model for others.

4. More initiative regarding building up of the instructors both in the present circumstances as well as future may be taken up. The principal's direct interest in the welfare and promotion of the sub-ordinates under him will go a long way in improving the morale of the teaching staff.

5. More coordination between the principal and block staff is needed.

6. Library facilities may be developed.

7. Follow up of trained VLWs should be encouraged.

8. More emphasis on the problem-oriented approach should be given.

State level:

1. Only such instructors who have adequate field experience should be posted at the G.T.C.

2. Some avenues for promotion should be provided.

3. Incentives like free accommodation, special training allowance, and ~~fxx~~ free transport facilities for school going children to be provided.

4. The Principals of the Institute should be deputed to E.E.Is for training in teaching methods and techniques.

5. People with adequate field experience should be posted as Principals of the G.T.C.

6. Post of Artist at the G.T.Cs may be created.

7. Pay scales of the instructor may be increased so as to attract only good and well qualified people.

8. The quality of gramsevaks selected for training may be improved.

9. Principals may be given more freedom in weeding out undesirable trainees.

-.-

AN INSTRUCTOR AT A GRAM SEVAK TRAINING CENTRE

(A case study)

C.L.Gupta

An effort was made to interview this particular case to find out the method of approach; individual background, attitude, workload and problem of teaching of this Instructor under the present conditions in a Gramsevak Training Centre. This Instructor had received training in Extension Teaching Methods and Communication at this Institute in 1966 for two months. As such there was proper rapport between me and the Instructor. No time, therefore, was spent to introduce each other. For collection of information we had sittings for three hours on three different dates.

This particular Instructor had told me in the very first sitting that he will not disclose anything which is against the administration or the policy of the Gramsevak Training Centre. It was felt by him that disclosure of genuine difficulties by the Instructors are not taken at their face value by the administration. However, such suggestions and frank statements of the Instructors are used to victimize the instructor concerned.

He was of the opinion that as a subordinate officer one has to work under the broad frame work in which he is deputed and he is not supposed to say anything against the set up. Our interview, therefore, started with this bias and it was difficult to overcome this attitude of the Instructor.

This case study, therefore, cannot be treated as a true reflection of the situation in which this particular Instructor is working. It,however, gives some facts and figures which may be of some importance to the casual reader of this case study. The particular Instructor is a Graduate in Science subject.Before joining the training centre, he has worked as A.D.O. Panchayat for three years and B.D.O. for five years. He has been in the teaching job in the Gramsevak Training Centres for more than two years. He is 37 years old and married. He is fond of long walks and reading.

He has attended five training courses so far. His first training was for three months as A.D.O. Cooperative and Panchayat. This training was extremely useful to him. It helped him to learn the laws,theory concerning cooperatives and Panchayats and other details of his job. Without this training it would not have been possible for him to discharge his duties satisfactorily. This was a pre-service training.

He attended 15 days course in 1965 when he was an Extension Training Officer. This was a Refresher course on the Subject matter side. In his opinion such courses should be made available to the Extension Officers every alternate years. This course gave him some new ideas to work with,based on his experience in the field.

He attended training in Extension Methods and Communication for two months at Extension Education Institute,Nilokheri in 1966. He has been a Field Officer throughout his career before joining the G.T.C. as a teacher. He did not know the teaching methods that can be used in a Gramsevak Training Centre. In his opinion his training at Nilokheri helped him to understand his job of teaching at the G.T.C. Though, he has been interested in drawing of the diagrams fight from the childhood but it was during this course that he could visualize that his skill in drawing diagrams can be usefully employed for teaching the Gramsevaks. Preparation of lesson plans and their presentation in class room at this Institute during his training was something very new for him. This helped him quite a bit in enjoying his teaching way back at the G.T.C. The workshop on Communication Media during his training programme helped him to utilize his talent of drawing figures to prepare charts, posters, flash cards for his teaching job.

In 1966 he received a 15 days training in Applied Nutrition Programme. Since he was made incharge of this programme in the G.T.C. it was very helpful for his day to day job.

Self Image :

Before entering into the G.T.C. he was a little averse to the teaching job. However, during his field duties some how certain things happened which disheartened him specially when he was to deal with cash and accounts. He wanted to get rid of it. Therefore, when an offer was made to him by his State Government for joining the G.T.C. as he had the best entry in his service book, he could not refuse the offer. He joined the G.T.C. without any hesitation. He thought that it would give him a peaceful life and he would no longer be concerned with the cash and accounts.

However, when he joined the G.T.C. the entire job was new to him. He was not familiar with lesson plans and visual aids. He has no idea of course outline and planning of seminars and workshops. However, he was deputed for two months training at Extension Education Institute,Nilokheri and this filled up the gap.

Workload of the Instructor.

He has to take 220 periods of theory classes and 53 periods of practical classes. The break up is as follows:-

class.	Ist year.	2nd year.	I.S.T.	Gramsevak	
Theory.	59	41	100	30	= 220
Practical.	27	24	2	-	= 53

In addition he has to devote 140 hours for library and 50 hours during peak months for tours during Rabi and Kharif seasons. He is incharge of programme planning, incharge of training for all jobs and looks after cooperative store and routine office papers. This takes 280 hours of his per year. He thinks that this is a normal load for a person of his status. He has no suggestions to make any changes in this workload.

Preparation for class room teaching.

He is a good reader. He usually reads Kurukshetra, Cooperative Review, Indian Cooperative Journal and Daily papers like Hindustan, Indian Express etc. Departmental Leaflets , day to day publications and circulars.

For subject matter information he depends upon the District headquarter circulars, Seminars at Training Centres for District Level Officers and Publication in the Library.

In his opinion the library of the G.T.C. is not upto date and it does not have the latest references on his subject.

Even the departmental circulars do not reach the G.T.C. regularly. However, this is made up by his frequent visits to the block office where regular upto date file of the circulars is maintained by the E.T.O. Panchayat and Cooperative. This serves as a reference material for his subject matter.

Methods and Techniques in his Teaching.

He has prepared lesson plans as advocated by his State Governments for almost all his topics. He used group discussion and the lecture method for his subject depending upon the nature of the topic that he is giving. For campus practicals he used method demonstrations. He has prepared some charts and flash cards for some of his lessons. Chalk, black board and diagrams are used for every lesson.

Treatment of the Syllabus.

The syllabus of Cooperative and Panchayat has been given a minor place in the total training programme of the G.T.C. Since the emphasis is on Agriculture this subject is not given due importance. Formerly the topics could be divided under two heads; general and accounts. Now the accounts section has been deleted but the general section remains as such. It is not possible to cover this section, within the periods allotted for this subject. It is suggested that either the syllabus be revised or some of the topics be deleted from the general section or the number of periods be increased to give it proper treatment. In his opinion in the syllabus of cooperatives and Panchayats more emphasis be given on campus practicals and study tour. Visit to successful cooperative societies and successful Panchayats will be more helpful for the Gramsevaks than talking them in the class room.

Job Training.

In his State job training is quite effective except the guidance expected from the regular V.L.Ws. of the area. It has been observed by him that the regular V.L.Ws. who are attached to the trainee under job trainee never attends to his job. This may be overcome by more involvement of the regular V.L.Ws. and more personal contact of the Instructor concerned.

Village practicals and campus practicals.

He has no comments to make on village practicals. In his opinion the way it is conducted in the G.T.C. is satisfactory.

Incentives.

In the field as a Field Officer he felt that incentive on his part was always appreciated and recognized. Since he was the head of the team. However, in the G.T.C. since he is a Subordinate Officer his initiative is not appreciated by the Principal. As such he has cultivated the "Blind follower" habit because this is appreciated in the G.T.C. by the Principal. He did not like to comment on the problems that he was facing administratively or academically. In his opinion his suggestions on this score may be interpreted in a wrong direction. He believes in the motto that the 'king makes no wrong', and the Principal is the king in his case.

Suggestions.

1) The Instructors in general do not like to give frank opinions about the training programmes.

This indirect is a reflection on the atmosphere of the G.T.C. The Principal of a G.T.C. by his good behaviour can do a lot to remove these type of tensions. The training programme in a G.T.C. can be successful only if the Instructors and the Principal respect the opinion of each other and work constructively.

2) Preservice training is useful for the Instructors. When the Instructors are appointed from the field it is better that they are sent for training in Extension Teaching Methods at one of the E.E.Is. as early as possible.

3) Whenever a new subject or programme is included in the training programme like H.Y.P. or applied Nutrition Programme etc. it is always better that the Instructor Incharge may be deputed for training courses in these subjects at the earliest opportunity.

4) The library in a G.T.C. may be given more attention. The Principal may take more constructive role in building it up. All departmental circulars may be placed in a proper file in the library as is done in the block. Instances of purchasing books for Post-Graduates Examinations for vested interest be discouraged.

5) The syllabus of the Cooperative and Panchayat be revised. Principal may see if the topics in this subject can be covered in the allotted periods. In case it is not so, suitable steps be taken to make necessary changes.

6) Principal may like to encourage the Instructors in taking up initiatives. It pays in totality of the training programme if the failures of the Instructors are also appreciated, provided they are genuine.

...

AN INSIGHT INTO THE WORKING OF AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(A case study)

H.W.Butt

BACKGROUND

This case study pertains to an Instructor of Public Health who is 30 years of age and originally comes from an urban background. He has attended college and has done his B.Sc. with Physics, Chemistry and Mathematics. He is the only son of his parents. As he has completed his graduation at the age of 18 years it was not possible for him to appear in any competitive examination. He was not able to continue his studies further because of his economic situation. He drifted to public health not of choice but because of convenience and because this was the only opening at that time. He is the first in his family to ever take up to this profession. His hobbies are games and singing and he is interested in taking up small repair jobs of small machinery.

TRAINING RECEIVED

As far as subject matter training is concerned he has had nine months of the Sanitary Inspector's training in 1957 and a fortnight's training in a special course on flush type rural latrines and family planning in 1959 as well as another fortnight's special training in the construction of cement and concrete wells in 1966. As far as Extension is concerned he has undergone a two months' preservice training in Extension in 1957 as well as a two months' course in teaching techniques at the Extension Education Institute, Nilokheri in 1964. In addition to this he has had a one month Refresher course in subject matter in 1961. As far as the training in subject matter and Extension teaching is concerned he seems to have had the necessary training required for an Instructor in his field.

EXPERIENCE

He has had experience of working at the field level in a block in the Planning Department for 2½ years as Sub-Inspector-cum-Food Inspector. He has worked continuously for a period of 7 years in three different GTCs as Instructor Public Health. He is still continuing in the same capacity. His block experience has enriched his method of working at the training centre.

SELF-IMAGE

He has had experience of working in the field for 2½ years. His main duties were to collect food samples and supervise adulteration cases. He did not like the type of work assigned to him specially when he had to check cases of food adulteration which led to court cases, evidence etc. This was against his

very nature. He was looking out for another type of job which would keep him away from such duties connected with litigation. He got a sense of relief when he got his orders of transfer to a Gramsevak Training Centre in 1960. In the beginning he felt nervous to face a group of trainees but still after a period of one month's trial he was able to adjust himself and develop a liking to this type of creative work which consisted of teaching and training.

He has no experience of teaching before but because of his interest he was able to grasp the techniques of teaching from his fellow instructors. During 1961 when he had the first opportunity to visit this institute he came to know the objectives of training here; he became interested in being trained in teaching techniques. In 1964 he was deputed for a two months course on teaching methods which gave him confidence in developing skills in teaching and also in the preparation and use of audio-visual aids. This course has enthused him to prepare visual aids of his own and apply them to his own method of teaching.

WORK LOAD

It was not possible to get an actual picture of the work load because of the factors connected with the duties assigned to him besides the lectures and practicals at the training centre. He has been assigned two technical subjects; one for which he has had no training at all. He teaches public health as well as minor engineering. His assignment in public health for theory classes per year is 100 periods and for practical classes 51 periods; for minor engineering for which he is not qualified he is assigned 76 periods of theory and 48 periods of practicals. He also has to teach nutrition to some of the adhoc classes which comes up to 105 periods during the year.

As regards the activities not connected with teaching, he has given the following details:

	per year
1. Camp sanitation, dispensary, repair works, construction works, mess sanitation and inspection for ANP projects.	1150 hrs.
2. Office work	350 hrs.
3. Library and self study	250 hrs.
4. Treatment of syllabus	180 hrs.
5. Demonstrations.	100 hrs.

It was not possible to work out the actual work load due to the different functions assigned to him during the year. In a total of 300 working days for the entire year with 9 periods per day the following picture of his work load per week becomes

clear. He has to teach on an average of two lectures on theory per week and three on practicals for the Applied Nutrition Programme. He teaches one extra period per week and for minor engineering one and a half period. The time spent for office work comes to six hours per week while for the dispensary he spends three hours per week. For the mess he devotes two hours per week and for general sanitation, repairs and construction 9 hours. He spends about 10 hours per week for self study in the library and for guidance to the V.L.Ws. of refresher course two hours per week. The peak periods of his work are during the months of December, January and February.

PREPARATION

The year he was posted to a Gramsevak Training Centre he took up the preparation of his lectures notes in detail. Now each year he makes additions to these notes. He depends mainly on the notes prepared by him during his 9 months' training course of public health as well as the notes he has prepared during his refresher course. The main book that he usually refers to is "Treatise on Hygiene and Public Health" by Dr.B.N.Ghosh. When a district headquarter was close to him he would refer to any difficulties to the District Medical Officer but where no district medical officer was available he was not able to get any guidance in his subject. Usually he feels that no such guidance is actually necessary for the type of trainees he is dealing with. He feels he has very little time at his disposal for the preparation of lesson plans as he has been allotted two different subject matters to deal with. In addition to his lecture notes he has prepared useful visual aids which he uses for teaching purposes.

TREATMENT OF SYLLABUS

His impression regarding the syllabus is that the weightage given to his subject has been reduced only to 5% of the entire syllabus of the two year course. The VLW trainees do not give much importance to this subject as they consider it to be extra and not in their regular functions. In order to get over this feeling of the trainees the Instructor has to try his best to make the subject more interesting and the lectures more attractive.

He uses the lecture method for imparting detailed information to the subject matter content. He feels that he cannot do without dictation especially for the preservice class. After explaining the subject he spends time in giving dictation to the class which comprises key notes and simple elaboration. As far as the inservice training of the Gramsevaks is concerned he leaves it to them to take their own notes as the time allotted is very limited. During the ward meetings held twice a month he has an opportunity to check up the quality of the notes taken by this group. For the inservice class more emphasis is given to group discussion.

JOB TRAINING

He visits the block for supervising the job training. Targets for practicals for each items are fixed per trainee, for example in family planning each trainee has to get one case of vasectomy done. Similarly each trainee has to instal one flush type latrine per family. His feeling regarding the effectiveness of the job training is that it can be improved with the active cooperation of the block staff. During the job training the trainees are able to gain confidence by being assigned the responsibilities to tackle village problems directly and in this process they are also able to apply their knowledge and skills learnt during their training.

VILLAGE PRACTICALS

Well organized planning is done in order to see that the practicals in the villages help the trainees to develop skills. Projects are selected and assigned to them under the guidance and supervision of the subject matter specialists. The skills developed during the campus practicals are utilised in a real situation to gain more experience.

CAMPUS PRACTICALS

These practicals consist mostly of method demonstrations. According to the situation these are given as individual assignments or sometimes group assignments. The practicals, as far as his subject is concerned are very limited.

PROGRAMME PLANNING

He plans his programmes after taking into consideration the seasonal requirements. As far as possible he tries to give guidance to the trainees in the field so that the programme which has been planned is implemented satisfactorily. He does not point out any difficulties nor problems in the execution of these programmes. He does not seem to be concerned regarding the type and extent of work that the trainees are expected to perform in programmes connected with his subject matter. His attitude towards such programmes appears to be a routine.

EVALUATION

He seems to be very satisfied with the systematic method adopted for evaluation at every step. According to him each subject is given weightage according to the syllabus and each trainee is evaluated on the basis of his attitude, skills and interest taken. Evaluation of village practicals is done by team of Instructors. Job practicals are evaluated by a small group of persons selected on an inter state basis. Four days are allotted for this evaluation.

He seems to be satisfied with the type of exercises conducted for theory. He also thinks that the general working at the training centre is running smoothly. As far as guidance and counselling is concerned he has very little to say.

ACHIEVEMENTS

1. One of the achievements he is especially proud of is his efforts in preparing practical and simple visual aids. He has made a special epidiascope reel on nutrition. As regards failures he has not mentioned any.

2. According to him very few instructors of public health get any encouragement or recognition at the centre. He feels that due to his personal qualities he has been successful in being recognised at the centre.

PROBLEMS

1. One of the administrative problems he faces is that his superiors do not take into consideration the time that is required to prepare lesson plans and teaching aids. One of the common tendencies at the training centre is to give extra work to Instructors who are teaching subsidiary subjects.

2. He feels that the pay scales of the Instructors at the training centre should not vary as these reflect on the status and importance of the Instructors concerned. Such disparity is the cause of frustration among the Instructors.

3. There are no quarters for the teaching staff nor are there any transport facilities. The medical facilities available are not according to the need. The educational facilities are available only to the Agricultural personnel.

SUGGESTIONS TO IMPROVE THE TRAINING PROGRAMME

1. The disparity among the Instructors should be removed to create an healthy atmosphere at the training centre.

2. He feels that the training centre should provide an adequate number of books in the subject matter field for each Instructor.

3. The syllabus should be made job related. Agriculture could be coordinated more effectively with public health. Topics like family planning, epidemics, health sanitation and nutrition should be given more emphasis as they are as important as agriculture.

ANALYSIS

This Instructor seems to have the required academic and technical qualifications for his job. He has also been trained in Extension and in subject matter. There seems to be nothing lacking as far as his qualifications and training are concerned.

He has had an adequate period in the block itself which has enriched his teaching experience. He has spent seven years as an Instructor in three GTCs which seems to be too long a period. The Instructor has an attitude of patience and tolerance. He is quiet by nature. There is nothing exciting about him nor does he seem to be ambitious. He is content with the present state of affairs.

He has taken his training seriously. On his return to his centre he has made a special effort in the preparation of visual aids. Some of the visuals he has prepared are unique and very creative.

He does not seem to have given any serious thought to the performance of the VLWs in the field. Due to the negligible weightage of his subject matter in the regular syllabus of the VLWs he has not given any consideration to the all round working of the VLWs. As far as his subject matter is concerned he seems to be helpless because of the less weightage and the lack of importance in the status and scale of pay of Instructors of public health. As regards his work load although it is very light he seems to be content with the extra activities in which he is engaged. His calculations of his workload seem to justify the time available at the GTC. He has no failures in his work which is an indication that he does not look at his work seriously from the point of view of the end result.

... .

AN INSTRUCTRESS IN A GRAMSEVIKA TRAINING CENTRE

(A case study)

- C.L.Gupta.

This case study is based on the information collected from the Instructress concerned through interview method. The objective is to study the method of approach, individual background, attitude, workload and problem of teaching of this Instructress in home science in a Gramsevika Training Centre.

This Instructress is married and comes from an urban background with her parents in the Medical profession. Even after her marriage she continued her education. When she got her B.A. Home Science was not one taught in college courses. After graduating, she worked as a teacher in a High School for a few months and then continued as Headmistress for about two years. For sometime again she taught in a co-educational High School. Her husband has been working in the department of agriculture. When her husband got an appointment as an Instructor in a Gramsevak Training Centre she had to resign her job. But again after some gaps she joined the Gramsevika Training Centre as Instructress in Home Science. She did not have any training in the subject that she is teaching in the Gramsevika Training Centre. She has been working in the Gramsevika Training Centre for the last two years. During these two years she did not receive any training except one in which she was deputed this time to Extension Education Institute, Nilokheri.

Self-Image:

Her main objective of joining the Gramsevika Training Centre was to lead an independent life. As a graduate student she did not want to be a financial burden on her husband. She wanted to help the family as a wage earner. At the same time considering the illiteracy of the women folk in the country she had a desire to do a little bit by contributing in the teaching line.

It was these factors that made her join the Gramsevika Training Centre. In the beginning she was happy to join the Gramsevika Training Centre. Her job in this training centre provided her opportunities to gain more experience and knowledge. This helped her to develop confidence

and poise in dealing with different type of trainees. Punctuality became a part of her life. She developed a taste for cultural programmes of the Training Centre. In short the life of the Gramsevika Training Centre made her active.

At the same time she realized for the first time that there were certain handicaps in being a lady. The Principal of the Gramsevak Training Centre who is overall incharge interferes in the day-to-day administration of the Gramsevika Training Centre. While she had all appreciation for the Chief Instructress she could never reconcile with this kind of interference in the affairs of the GSTC. She also realized the inadequacy of the teaching situations and materials.

Workload:-

She has been devoting 128 hours per year for theory classes and 160 hours for 80 practical classes. Since she is incharge of the cultural, health and recreation committees, she has been devoting 80 hours a year in co-curricular activities. Office work takes about 600 hours per year. This includes submission of reports of trainees, reports of committees, fortnightly meetings and summary of her activities etc. She is interested in books due to which /she spends about a hundred hours in a year on self-study in the library. For the treatment of the syllabus during the beginning of the course she spends about 10 hours a year and for demonstrations 150 hours per year. To provide a more concise picture of her workload a break-up in hours for one month is given as below: -

Theory	Practical	Office work	Village practicals	Misc:
16	20	13	30	80

Preparation:-

Since she was new to the subject which was allotted to her she was helped by the Chief Instructress. Publications of Extension Education Institutes Nilokheri, Rajendranagar and Anand gave her an idea of the type of lecture notes and lesson plans that are recommended by these Institutes in her subject. She took lot of help from these publications. These publications also gave her an idea of class-room teaching. The library of the Gramsevika Training Centre is extremely useful to her in the preparation of class notes. In her class-room

teaching she uses discussion method and dictation of notes. For some topics she has been using visual aids combined with group discussions. She has used study tours also to acquaint the trainees about her subject-matter.

Treatment of syllabus:-

She is fully satisfied with the syllabus of the Gramsevika Training Centre in her subject. The syllabus is based on local conditions in this particular case and therefore the Gramsevika Trainees are able to handle the problems in a satisfactory way. She does not recommend any changes to be made in the syllabus. However, she felt that the duration of one year for Gramsevika Training is not enough; it may be raised to 1½ years. According to her lectures alongwith campus and village practicals and study tours have given very good results. The Gramsevika Trainee's have been motivated by these methods. They could express clearly and could ask questions on the subject-matter.

Job Training:-

Gramsevika Trainees are sent for job training for 30 days. The trainees are taken to the villages and are left there. No follow-up is conducted by the members of the teaching staff. The Instructresses are not involved in the process. It was not possible for her therefore to give any comments on the job training programme.

Village practicals:-

The Instructresses in the Gramsevika Training Centres are involved in planning of the village practicals. Exercises in home management, cleaning, washing, sewing , feed practicals, child care, kitchen gardening are generally the most important items which are included in these practicals. The students are taught these items in the training centre and then they are asked to implement them in the villages. The trainees are encouraged to take initiative in implementing of these items. No targets are fixed. The failures are encouraged by the Chief Instructress and these failures are examined in detail to give them guidance and counselling.

The village practicals are, however, handicapped because of the lapse of financial help. For all these practical items the Gramsevika Training

Centre is not able to meet the entire expenditure.

Campus practicals:

Campus practicals take one fourth of the total time in the training programme of a Gramsevika Training Centre. In this particular case the programme is planned to suit the local conditions. There are no specific plans but the trainees are encouraged in different items of work depending upon the interest and background of the trainees. Availability of the source material and the theory work done is also taken into consideration while planning these practicals. The Chief Instructress of the Gramsevika Training Centre takes personal interest in campus practicals. She encourages the Instructresses to plan these practicals on a somewhat flexible pattern. The students as well as the teachers have never complained of any drawbacks in these campus practicals. The main emphasis on these practicals is on the development of skills of the trainees.

Since she has been working in the Gramsevika Training Centre only for two years she did not have much to say towards suggestions. However, these points may be considered.

1. The academic qualifications of the Gramsevika trainees are poor. These trainees are not able to grasp the theoretical lectures as desired.

2. The medium of instruction has also its own problems. There are not sufficient number of books in the regional language.

Analysis:

1. This Instuuctress joined the Gramsevika Training Centre with a social as well as an economic motive.

2. The Gramsevika Training Centre helped her to develop confidence and poise in dealing with different types of trainees.

3. It is not clear as to what kind of interference of the Principal of the Gramsevak Training Centre she refers to in the working of the Gramsevika

Training Centre. He should, however, be concerned only with policy matters an. not day-to-day functioning of the Gramsevika Training Centre.

4. Such Gramsevika Training Centres where Chief Instructresses is a dedicated lady, the Training programme is generally successful as is true in this particular case.

5. The new Instructresses may be asked to to through the publications and summary records of different Extension Education Institutes. These help them to understand the various types of teaching methods that can be applicable in their training programme.

6. The duration of the Gramsevika Training Course was thought to be insufficient. This particular Instructress recommended that this may be increased to 1½ years.

7. There is scope for more involvement of the Instructresses in the job training in the Gramsevikas. The Instructresses may be requested to visit atleast once a week their trainees in job training.

8. Only such subjects should be allotted to the instructresses who have the requisite qualifications and training the subject-matter.

9. As far as possible only home Science graduates should be on the staff of GSTC.

...

AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(A case study)

T.M.Dak

BACKGROUND

1. This is a case study of an experienced Instructor who has grown up in his professional career, alongwith the movement of community development. Having been brought up in a village environment and background, the frame of mind which he developed led him to join a profession in which he could serve the village people particularly the farmers' community to the best of his capacity. His choices in his educational as well as professional career can very well be interpreted in terms of his village background that was instrumental in the development of the personality traits and ideals as that of his own. It is this reason why he offered Science subjects for his graduation and did his B.Sc. in agriculture; joined an Agriculture college as a demonstrator; accepted the post of Cane Development Officer, later joined as Block Development Officer and Extension Training Officer.

2. Of the three offers of Government service from the Agricultural Department, Marketing Department and Cane Development Department, he preferred to join Cane Development Department, because of two main reasons; firstly the offer from the Cane Development Department came first and secondly Marketing Department did not seem suitable for an honest man. Moreover, the working of the Cane Development Department was quite satisfactory and in tune with his ideals, i.e. it provides all round services to the farming community. The offers from the private organisations were rejected on the ground that their working was not altogether straightforward in terms of earning money and the scope of working with village communities was limited. That is why he did not like to continue in an agricultural college which he joined just after completion of his education. For about twelve years he worked in the capacity of Assistant Cane Development Officer.

3. In the year 1954 he shifted to the Planning Department and joined as Extension Officer and was posted to a Gramsevak Training Centre for one year against his wishes. He did not like that job because there was no work for a worker who had devoted twelve years in the actual field conditions. At the Gramsevak Training Centre, the scope of helping the farming community was limited and more theoretical work was assigned to him. The initiative was totally marred and there was no scope for the solution of the problems faced in the real field situations.

4. His shifting from Cane Development Department was, however, favoured by him because he could overcome the mental dis satisfaction resulting from the temptations of the cane growers of his district and because the post of the Planning Department was of a higher scale giving the same opportunity to serve the farming communities.

5. With his personal approach he got himself transferred to the field as Block Development Officer where he remained for about nine years till 1964. In the year 1964 he was again asked to join the GTC as Extension Training Officer against his wishes and without being consulted. However, what seemed to satisfy him was that the posting was at a place where educational facilities were available for his children and secondly he came to the conclusion during his nine years' experience as B.D.O. that the training of the VLWs was not upto the mark. As a result he made up his mind to serve on the new post and is continuing to do so for the last three years.

TRAINING RECEIVED

He has had six months' preservice training and six weeks' training as a B.D.O. As B.D.O. he attended the six weeks' job course and three weeks' study course in addition to a 15 days' training in Applied Nutrition Programme. He has already completed two months' training in extension teaching methods at the Extension Education Institute, Nilokheri. In the year 1967 he obtained one month's training in Agriculture at an agricultural University.

INSTRUCTOR'S IMAGE & ACTUAL SITUATIONS - A GAP

As the background of the case reveals that inspite of his dislike he ultimately made up his mind to join the Gramsevak Training Centre in the hope that he would be able to contribute towards equipping the VLWs for field conditions with which he was well aware. He had the impression that these training centres are seats of learning; that advanced and latest literature will be available for expanding his knowledge in his field; that he will be able to publish a few books; that he will bring out useful material for the VLWs to help them in their working. He dreamt of an academic atmosphere at the GTC and that more guidance will be available to him in his field of his interest.

During his four years' experience at the Gramsevak Training Centres, his image of these centres has been completely distorted. The situations prevalent at these centres were not at all conducive to his expectations. He found that the training provided to the trainees is more theoretical and of very little use to them in practical field conditions; that most of the teachers have no field experience; that the physical facilities, equipment etc. are not available and if

available they are not fully utilised; the available literature is not upto date and complete and if available there is no proper arrangement for its utilisation; that there is no guidance from any side, no opportunity to consult the experts and departmental heads.

MAGNITUDE OF THE WORK

Dealing with the subject of Agriculture he has to take 150 periods each in theory and practicals in all the courses. Besides this, he has to devote 500 periods approximately in a year for job training and field work. Since he is incharge of Inservice Training, he devotes 400 periods in a year for all the four batches. Nearly 200 periods are devoted for stores, audit and other office work. With regard to the library and self study, he devotes nearly 500 periods in a year.

TEACHING METHODS AND AIDS

The preparation done by this Instructor seems to be quite satisfactory. He has prepared detailed notes on all topics included in his part of the syllabus for which he has consulted several books and journals alongwith the notes prepared by his colleagues. These detailed notes are revised and modified time to time incorporating the latest information on the subject.

He has also prepared a few lesson plans, particularly for practical periods which in his view are more useful. In other cases he generally makes use of talking points which he has prepared on all the topics. Detailed notes are used in the class when dictation is necessary.

The method of teaching adopted by the Instructor seems to be quite effective. He usually begins his talk by referring to his previous lesson and through questions revises it. He uses visual aids and welcomes discussion even during the talk.

He feels that the lecture method using visual aids alongwith dictation is quite satisfactory.

SYLLABUS

The Instructor feels that the syllabus prescribed for the VLWs is quite exhaustive and the weightage given is quite adequate. What is required is to change the sequence according to the priority of topics which entirely depends upon the teacher concerned. There is much scope for modifications and changes if required. More details of some of the important topics are necessary to make them more useful. For example, the topic insects and pests should include types of insects & pests popular in different types of plants and trees.

Regarding the treatment of the syllabus adopted at his centres such as lectures, campus and village practicals, study tours etc, his view is that they are all supplementary and complementary. The due weightage has been given to them.

PRACTICALS - CAMPUS & VILLAGE

While campus practicals have been considered most important in equipping the VLW with the necessary skills relating to different farming operations, this aspect has been over looked to a greater extent since his centre does not have an agriculture farm. Dummy demonstrations have to be laid out which are not at all effective. If the campus practicals are to be effective, land is a "must".

Regarding village practicals, the Instructor feels that they are quite effective. Under this item planned visits and seasonal programmes are arranged. Trainees are requested to visit villages daily for a specific purpose under planned visits. For seasonal programmes they are required to stay in the village continuously for 21 days in order to enable them to assist in actual farming operations of the farmers. For the purpose of guidance a booklet containing the method of approach items to be taken and a detailed plan of work is distributed to the trainees. Records are maintained by them. Evaluation is done on the basis of these records as well as spot checking of the targets achieved. The block staff does not cooperate in such programmes as desired. Secondly he is of the opinion that these practicals will be more effective if visits are made at the time of harvesting of demonstration plots and on special occasions such as epidemic control.

The last but the most important aspect of the practicals is the programme of job training. It is planned in consultation with the Block Development Officer. The villages are allotted to groups of trainees. Targets are fixed. The work is guided and supervised by the staff of the centre as well as the block. During the spot checking by the staff of the centre, difficulties are recorded and possible solutions are put forth. For this purpose, group meetings and discussions are arranged and fortnightly reports are submitted. Detailed instructions are given in an 'instruction book' issued to the trainees in advance.

HIS ACHIEVEMENTS AND FAILURES

The Instructor under study feels that since the field of work is so limited and the nature of work is such that the successes and failures are not many. Very little chance is available at the training centres to face real practical problems of the field and as such the initiative of the worker is marred.

However, his successful achievements include saturation of a village in kitchen gardening projects in tarai extension project; construction of roads through Shramdan campaigns, publication of a weekly 'Shivir Saptahik' with the help of the trainees and la er on a fortnightly 'Shivir Pakshik'; conducting farmers' training camps. He had no instance of success to mention from his experience of teaching but he feels that his talks have been highly appreciated by the trainees.

Among his failures he has cited two cases and that too from the field. In one case he was not able to collect food grains for the school feeding programme as the children were within easy reach of their houses. In other case he met with utter failure in motivating people for vasectomy operations due to two previous cases which proved a failure .

DEFICIENCY AREAS

He feels that with the introduction of different types of plant protection measures, he needs to be trained periodically in the practical application in the field. Short refresher courses in this subject organised at any Agricultural University will be of much use to him.

SECONDLY he needs to develop confidence in using group methods such as seminars, debates, pannel discussions, symposium as teaching media as he feels they are very useful in practical subjects.

ANALYSIS AND SUBGESTIONS

The details of this case bring out factors underlying the effective working of a Gramsevak Training Centre; the constructive performance of its staff; the aptitude and attitude towards village developmental work which are closely associated with the background of the teacher; the environment and field experiences he had and the administrative mechanism under which he had to work. The analysis of the performance of the teacher in the light of the determining factors reveals some of guiding principles for the right selection of teachers; for improving the working of the staff and methods to improve the training programme as a whole.

One inference that can be drawn from this case is that persons brought up in a farming environment, with experience of serving the rural people, are more effective trainers of rural workers than those who do not have such a background.

It is also evident from the analysis that there exists a direct relationship between the supervisory experiences of a functionery and the efficiency of a trainer.

The analysis of his reactions and image of the training centre reveal that the atmosphere at these centres is not conducive for technical advancement. The staff does not have sufficient field experience; guidance is not available; uptodate literature is lacking; treatment of the syllabus is mostly theoretical in the absence of a farm and there is too much pressure of paper work.

It is also evident that lesson plans are not prepared but that talking points are used. Group methods are very seldonly used which are very important particularly in practical subjects. The use of these methods need to be stressed. Provision of a farm is a 'must' for practical demonstrations.

It is also observed that the organisation of village practicals at the time of harvesting or epidemics is very essential to gain practical knowledge and to ensure the success of their efforts particularly on demonstration plots. Besides, more coordination is needed between the training centre and block staff which is lacking at present.

The library needs to be equipped with the latest literature on different subjects. There are talents in the training centre which can be utilised to the maximum extent.

... .

MAKING TRAINED INSTRUCTOR MORE EFFECTIVE

(A case study)

- Badri Singh.

The Background:-

The Instructor is 38 years of age with average physical fitness and coming from a middle class family. He teaches Horticulture at a Gramsevak Training Centre and is directly connected with the two years Integrated Pre-service Course of village level workers. His hobby is indoor games.

Education:-

He is B.Sc.(Agri.) from a standard Agricultural College. He tried to enhance his qualifications but has not been successful.

Experience:-

The Instructor started his service career from November 1952 as an Agricultural Assistant in the State Department of Agriculture particularly posted at a Government Farm. From October 1953 to October 1956 he worked as Agricultural Extension Officer in a Block and in another block in the same capacity from November 1956 to November 1960. He was posted as a Technical Assistant in the office of the District Agricultural Officer from November 1962 to July 1962 in another district. From July 61 to January 1962 and again from August 1962 he has been working as Instructor in Agriculture with special reference to Horticulture at a GTC.

Looking at his experience of service it becomes clear that he has the practical experience of working at a Government Farm, then as A.E.O. in a Block in the office of the District Agricultural Officer and then finally at the Gramsevak Training Centre. He has worked for more than 5½ years at the Gramsevak Training Centres.

Training:-

He has had the following opportunities of receiving training : -

1. Extension Training for six months during 1954-55.

2. Extension Education Methods and Communication Process for two months at the Extension Education Institute, Anand in 1962-63.

3. Applied Nutrition Programme for 15 days at the Home Science College, Baroda in October, 1965.

Instructor's own image:-

He was not interested in joining the Gramsevak Training Centre. His interest was mainly field work. His transfer to the Gramsevak Training Centre was arranged departmently from Agriculture to the Planning and Development Department, and not through his own efforts. He believes more in village work than in theory. After being posted at the GTC., for 3 or 4 months he did not feel at home with the teaching work. After this period his attitude changed. Specially after the training in teaching methods at Anand, he got more interested in teaching and started adjusting to the new work more quickly.

Workload:-

During one year the theory classes constitute 68 periods of 45 minutes each; campus practicals 32 periods of two hours each; 60 hours are devoted to co-curricular activities such as games, cultural programmes etc., 300 hours for office work; 300 hours for Library and self-study and 100 hours for arranging demonstrations in the villages. The peak months in the year are July-August, October-November and April which coincide with either sowing or harvesting seasons.

He feels that this is a pretty heavy workload for him.

Methods and Techniques:-

In teaching Horticulture the methods usually employed are lectures, demonstrations, use of visual aids like charts, models and samples. He does not find time to prepare visual aids. Some of the charts and visuals have been purchased by the Gramsevak Training Centre and are used in

the class.

Before training at Anand he did not know much about the teaching methods. He knew of his syllabus and the lectures. But after the training the sequence, latest knowledge and visuals are incorporated more and more. Study tours and field trips for the trainees are also arranged. After the study of different books and publications on the subject lecture notes are prepared. More use is made of the Black-board. He does not feel that he gets much guidance from the Principal.

The Syllabus:-

In the opinion of the Instructor the syllabus on Horticulture covers all the important points required for the VLWs. The method of treatment is quite satisfactory. He does not have any suggestions to make nor in his opinion there are any strong or weak points in the syllabus.

Campus practicals:-

Every job is done by the trainees. The important skills imparted through the campus practicals are preparation of nursery beds, seed treatment, sowing, hand watering, weeding, transplanting, spraying, dusting etc. 60% of the total time in the syllabus is allotted for campus practicals. During the respective seasons the trainees prepare the seed-bed and the field for transplanting under his guidance.

Village Practicals:-

Under his guidance the plan of work for village practicals in Horticulture is prepared. The work is done by the trainees. If any one fails to do his job he is warned and is given less marks in personal traits. The trainees present demonstrations before the village people in his presence. He makes corrections on the spot if the trainees commit any mistake. Budding, grafting, planting of fruit trees, use of horticultural implements and tools are some of the skills that are imparted to the trainees during village practicals.

Job Training:-

The period of job training is 1½ months. He remains with every group in the villages for 3 to 4 days and supervises the work of the VLWs.

They take interest in the work. The Instructor feels that there is no lacuna in the programme. The impact of job training on the VLWs is quite satisfactory. All of them pass.

Areas of success and failures:-

As the Instructor has a sound experience of practical field work, it is seen that all the VLWs pass their training course successfully. The visual aids cannot be prepared by the Instructor because of the lack of time. Fruit preparations cannot be shown to the trainees because no materials are supplied for method demonstrations. While supervising the work of the trainees in the villages, the vehicle is not provided by the Principal. Due to this a number of villages are not checked by the Instructor.

At the campus area while working in the field for planned programmes like preparing nursery beds or transplanting of seedlings, some other work is given to the trainees on those very days which disrupts the programme badly. This causes unwillingness in the field work among the trainees.

Analysis:-

After studying the various aspects of the work of the Instructor under study the following points are brought out:-

1. The Instructor does not get suitable guidance from the Principal.

2. The vehicle is not provided to him to supervise the work of the VLWs in the villages.

3. Some times there is undue interference by the Principal in the campus practicals.

4. The Training Centre is situated about three miles away from the nearest small town. Therefore, he feels it difficult to send his children to school and arranging medical facilities, and marketing.

Suggestions:-

1. A demonstration Kamdar of VLW grade should be given to assist the Instructor in conducting campus practicals.

2. The Principal of the GTC should be trained in teaching methods and communication media and should give more attention to provide guidance, encouragement and recognition to the Instructor.

3. As far as permissible under rules, the facilities of vehicles should be provided to the teaching staff on payment for medical facilities and for sending their children to schools situated a few miles away.

4. Facilities for the supply of materials should be provided to the Instructor for arranging demonstrations before the trainees.

5. There are still large number of Instructors at the GTC untrained in teaching methods. It is suggested that the State Government may take suitable measures to depute them at the Extension Education Institutes Nilokheri, Anand or Rajendranagar.

...

AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE
(A case study)

H. Mahabaleshwariah

Back ground

This is a case of a public health Instructor at a Gramsevak Training Centre. He is young man of 29 years and is very energetic and active. His father was Government Servant. He passed his High School in 1951. Since he lost his father in the early years, he could not continue his studies. But his interest and initiative for study and to develop himself was great. This factor alone helped him to pass his Intermediate Examination in 1964 with Physic, Chemistry and Botony, B.A. in 1966 and M.A. (Prev.) in 1967 and he is going to appear for his M.A. final this year. In other words he is a self made man.

Training

He had undergone different types of training courses. The details of the training received. are as follows:

Type	Duration	Institute	Date
1. Orientation Training	2 months	Orientation Trg. Centre.	1959
2. Sanitary Inspector	9 months	Provincial Hygiene Institute	May, 1958
3. Family Planning Training	one week	Regional Family Planning Trg. Centre	April, 1962
4. Applied Nutrition Training	one month	Provincial Hygiene Institute	April, 1963
5. Teaching methods and Extension Techniques	Three weeks	E.E.I., Anand	Sept., 1962
6. Refresher Course Training.	2 weeks	E.E.I., Nilokheri	Oct., 1967

The types of training he has received and his qualifications make him very well suited to this present job.

Experience

He has put in more than 12 years of service so far. First he worked as Social Education Officer in the Community Development Project Block from February, 1955 to August, 1957. After passing his diploma in Sanitation he took up an appointment with P.R.A.I., Lucknow, U.P. where he worked for 9 months in the W.H.O. environmental sanitation project. From April 1959 to March 1961 he worked as Sanitary Inspector in the Planning Department. He was transferred from the field to the training centre in April 1961. Since then he is working as Instructor in Public Health.

Self-Image

He is very fond of sports and he has got many hobbies. He plays badminton, and indoor games. He has a great liking for tours and cultural activities and social service which show his aptitude more towards social service. He feels teaching is a sacred job; it has more qualities of social service and that is why he has under-taken it with the same spirit.

He has developed a taste of teaching and likes to teach people to improve their health conditions. He had to work hard in the beginning when he got into the teaching job. Even now he works hard to get new facts and information in his subject matter area. The job is according to his expectation.

Achievements

1. He has saturated IO villages against small pox vaccination.

2. He has started P.R.A.I. type latrine programme in December, 1961. It was a new programme in the beginning and was difficult to run. But, he worked hard for about 3 years and now the programme is going on smoothly.

3. He is also interested in the diet improvement programme.

4. He has published one pamphlet on the A.N.P.

5. He has published two pamphlets on the P.R.A.I. type latrine.

Work load

He has to take up about 170 practical periods and 100 periods in theory per year in all at the G.T.C. Besides, this main assignment he has few more important assignments to attend. He is incharge of A.N.P., P.R.A.I. type latrine programme. He is also incharge of the refresher training course and the dispensary. He functions as a medical man also because there is no medical officer or a compounder at the dispensary.

He also takes care of the guest speakers. The campus sanitation at G.T.C. is his main responsibility. A part from these he has also to take part in regular G.T.C. assignments like examination of practicals and theory papers. He also works as Associate Examination Superintendent, practical Examiner for VLW, practical Examinar for Agriculture and Extension Diploma people. Other regular works like office work and any other assignments given by the Principal from time to time are attended by him.

Teaching Methods

He has got all his notes prepared in detail. There notes are based on the text books, library readings and field experience. He also makes alterations and keeps them up-to-date with the la-test information available to him. He has also prepared lesson plans for his subject. He has got a talent for artistic work and prepares visual aids for himself. He uses the black board as a basic aid. Besides it, he also uses other aids like flannel-graph, strips etc. The methods he adopts are talks, discussions and dictation of notes. These methods have been derived from his experience and from the experience of his friends. The best method for him to adopt is lecture-cum-dication method. He also conducts

demonstrations in his teaching job. He also conducts the planned visits and provides an opportunity to see somewhere else outside the training centre.

Syllabus

The Instructor under study feels that the treatment of the syllabus and its contents are sufficient when compared to the jobs of the VLWs. At the same time he also feels that the time available is too short keeping in view the total syllabus. In this syllabus the 20% weightage has been given to all non-agricultural subjects of which it constitutes a part only. The programme of campus practicals is being cordinated with much more emphasis than the village practicals. So far the village practicals are concerned he has to assume more responsibilities in his area of subject matter. He is also associated in the job training programme.

Incentives

He gets inspiration and appreciation from principal and finds no difficulty in doing this work. The principal appreciates his work in his absence and also at the other G.T.Cs when he visits them.

Deficiency area

He personally feels that his knowledge is sufficient for the job that is assigned to him. However, he feels that the refresher courses helps him to keep himself afresh in his subject matter area.

Suggestions

1. There is disparity of pay scales among various instructors. This is not encouraging. It should be on uniform basis.

2. Rent free quarters should be provided to all instructors which at present is not provided. Only certain persons on the Instructional staff are provided with rent free quarters. This disparity is unhealthy and should be removed.

Analysis

This Instructor under study is an active and has interesting personality with a variety of interests. To maintain his interest he should be provided with some incentives in the form of more renumeration, rent free house and a regular promotion channel based on merit etc. Efforts should also be made to make use of his talents in a more constructive way by not assigning the jobs which are not related him to do more work in his field of study. If this is done more and more people would be benifitted to improve the health conditions.

-.-

AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(A case study)

T.M.Dak

BACKGROUND

The case under study hails from a brahim family designated as 'Rajvaidya'; the physicians. Aged 34, the Instructor is quite an experienced and hard working person having a liking towards teaching. He wanted to join the teaching profession in a college just after his studies but his brother prevented him as he was a member of the management board of the college. He did not want to be blamed for partiality in appointing his own brother in the college. Actually, his brother wanted him to take up a technical line, but unfortunately he lost his first division in his B.Sc. examination. He got a first class in his Intermediate Science examination.

The Instructor under study has passed his M.A. in History and Sociology as a private candidate.

EXPERIENCE

After passing his M.A. examination he was appointed as Assistant Development Officer where he worked for about 18 months. As a result of his interest in teaching he came in contact with the staff of a Gramsevak Training Centre situated at the same place. Fortunately a post of an Instructor was lying vacant and the Principal of this centre, on his own initiative approached the higher authorities to post him at his centre and ultimately he was posted there and started his teaching career as he desired.

As A.D.O., he unwillingly appeared in the competitive examination held for the post of B.D.O's but he could not succeed due to the fact that he did not take much interest. After joining the assignment at the Gramsevak Training Centre he feels quite satisfied as the job ensures him a calm and peaceful life. He derives satisfaction from the fact that knowledge is very close to his ideals of life. Moreover, the teaching profession provides an ample opportunity for raising his educational qualifications

Having served on the post of Instructor for four years, he has been promoted as Extension Training Officer in the year 1963 and till now he is continuing on the same post.

TRAINING RECEIVED

As an A.D.O. he has attended a 2 months preservice training and 1½ months Orientation training. Being on the staff of the Gramsevak Training Centre, he has attended 3 months training in the Extension teaching methods at the Extension Education Institute, Nilokheri. He has also undergone 15 days training in the Applied Nutrition Programme and 15 days of refresher training.

THE INSTRUCTOR'S IMAGE

He joined the Gramsevak Training Centre with the expectation of raising his educational qualifications. He feels that during his teaching career he did not face any difficulty or mental tension arising out of the nature of the job. A real teacher has all the facilities and commands cooperation from all corners. In his case all his superiors particularly the Principals have helped him in building his career, encouraged him and have given him due recognition as he expected.

MAGNITUDE OF WORK

The case under study holds several responsibilities connected with working of the training programme which includes charge of examinations; stores; two years agricultural and Extension diploma course. He is also working as Secretary of the academic staff council of the centre. He has to take nearly 300 periods in Diploma course; 125 periods in pre-service training course; 120 periods in inservice training course and about 50 periods in ad-hoc courses. It comes to nearly 600 periods a year. Besides it 500 periods are spent on other assignments such as arrangement of examinations; looking after stores; acting as Secretary of the staff council etc.

TEACHING METHODS & AIDS

The Instructor has prepared a course outline with a monthwise break up of the topics and periods allotted to each topic.

He has prepared detailed notes of all the topics assigned to him. These notes contain clippings from newspapers. Changes and modifications are made from time to time. He has also prepared lesson plans for the first few batches but now he discontinued this for the last two years as talking points have been preferred. He has prepared short notes on all the topics.

Before he starts a new topic, he first checks up the previous talk; and generally follows the lecture method

followed by discussion. The trainees of the inservice batches prefer group discussions.

In the beginning, he was not able to face the group. As a result he started dictating notes, but gradually he has developed confidence and has managed to replace it by talks and discussions.

SYLLABUS

The Instructor feels that the syllabus is quite effective. Regarding treatment, he feels that VLWs of the pre-service courses lack power of expression. They need ample opportunity to speak and present their views through group discussions, panel discussions and symposiums etc.

With the increasing emphasis upon agricultural subjects, the syllabus has been divided in major and minor subjects which has done the greatest harm to non-agricultural subjects. As a result, trainees do not take much interest in minor subjects which include his own subject of Panchayati Raj. At the same time, Instructors have also lost their interest in these subjects because the importance and periods have been reduced considerably.

PRACTICALS - CAMPUS & VILLAGE

The Instructor feels that since he is dealing with a non-agricultural subject, campus practicals in his subject are very nominal except for organisation of Panchayat meetings; election; record filling etc. What he feels that excursions are much more effective for this purpose when they are able to see things for themselves.

Regarding campus practicals he feels that once class room instruction is over, manual labour should not be imposed upon the trainees. At present manual labour is being stressed too much in campus practicals.

For village practicals, weekly visits and seasonal programmes are organised. Targets are fixed for seasonal programmes. Trainees are divided in groups and sent to villages in batches. An 'instruction book' or 'Margnirdeshika' is issued to each trainee for his guidance. Each trainee has to maintain a daily diary, a progress register and a suggestion book. After spot checking suggestions are given for the improvement.

He feels that the weekly visits are not planned and therefore they are of no use to the trainees nor the villages. Staff members should discuss and plan these visits in advance to make them purposeful.

For the purpose of job training neighbouring villages are selected. A job chart is prepared in advance and given to the trainees. The approach to village work is pre-determined, targets are fixed and spot guidance is provided to the trainees. However, he is of the opinion that the villagers are fed up as the trainees are sent to the same villages again and again. Secondly trainees do not have any supply facilities to benefit the villagers. Thirdly the VLW of the concerned block is not very helpful as desired.

SUCCESSES AND FAILURES

As a matter of fact changes are not easily visible in teaching. However, he feels that he has always been successful in the sense that trainees have appreciated his talks and co-workers have recognised his effective teaching.

Regarding failures he could not trace any instance but he feels that the increasing emphasis on agricultural subjects has reduced the number of periods in his subject considerably. As a result he could not complete his course. Secondly he is gradually loosing interest in teaching as his subject has been reduced to a minor one.

Moreover inspite of his continuous Government service of more than ten years he has not yet been confirmed in any department.

ANALYSIS AND SUGGESTIONS

The analysis of this case reveals that there are persons who have the required bent of mind which is very conducive for teaching. In this case the Instructor because of his keen interest in teaching did not find it difficult to adjust himself in the environment of a training centre. This ensures smooth working of the training centre. It also indicates the type of persons to be selected or deputed for such type of jobs.

The analysis also highlights that even persons interested in teaching lose their interest in the job because of minor administrative difficulties-as presented in this case. The division of the subjects taught at the training centres into major and minor categories has made this teacher disinterested in his subjects. Secondly a good worker is discouraged when after ten years of service in the Government he has not been confirmed.

This case study also throws some light on the areas for improvement of the training programme. Since the VLWs of the preservice courses lack power of expression, they should be exposed to different group methods to overcome this deficiency. He is of the opinion that for the job-

training and village practicals, new villages should be selected after every two to three years. He feels that there should be standing instructions to the block authorities to give special attention to the selected villages particularly in supply matters. Similarly, weekly visits should be planned in advance and staff members should be sure as to what specific items the trainees have to take up during these visits.

... .

AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(A case study)

Baldev Singh .

BACKGROUND

This young Instructor comes from a semi urban background. He is 28 years old and quite healthy. He has done M.Sc.(Agri.) and thus is very well qualified in his subject matter field. He takes a lot of interest in games and is himself a good player in volley ball, kabbadi and badminton. He takes active part in various cultural programmes. His subjects of special interest are soils and Agricultural implements.

TRAINING

He has attended two months course at Extension Education Institute wherein training in teaching methods and techniques was imparted to him. Beside this training he has no other training to his credit.

EXPERIENCE

He joined his present post in July 1964. Prior to this he has worked for 10 months as Plant Protection supervisor and for 1 year and 10 months as Marketing Inspector. From the very beginning he was interested in the teaching profession and he feels quite satisfied with his present assignment.

HIS INTEREST

As earlier pointed out his interest lies in teaching assignment. His subjects of special interest are soils and agricultural implements and he imparts training to the Gramsevaks in these very topics. Though he is quite heavily absorbed in his teaching assignments, he manages to take out two hours daily for self study. Since many changes are taking place in Agriculture he has to keep up himself posted with the latest developments.

WORK LOAD

Areas	hours
a)Theory classes(Per year)	380 periods.
b)Practical classes(-do-)	285 "
c)Co-curricular activities such as games, cultural programmes etc.	2 " per day.
d)Library & self study	2 " per day.

The total number of actual working days roughly work out to 250 during the year. Thus his teaching work load works out to 625 periods in a year i.e. little less than 3 periods a day. Besides this he spends 2 hours daily in co-curricular activities and 2 hours per day for library and self study. In the month of July-August (Kharif) and October, November (Rabi) he is more worked than in remaining months of the year.

PREPARATION OF TEACHING

He has prepared his lesson plans for most of his talks. He has not as yet prepared lesson plans for all his topics of talks. Since preparation of lesson plans is quite time consuming and taking into consideration his total work load this could not be possible. He feels the importance of such plans and intends to do it at the earliest possible opportunity. He has also prepared audio-visual aids for some of his talks. He also utilises the material already available at the centre. He has not made any attempt to get visuals prepared by the trainees.

METHODS ADOPTED

According to him the methods depend upon the subject and the type of class he is to address. For the preservice trainees less time is devoted for discussion while in the case of the refresher course trainees, who have adequate field experience, more time is devoted for discussion. Practicals follow theory. He himself gives the demonstration and then directs the trainees to try out themselves. In case of weak students special attention is given. He usually devotes about two hours daily for self study. During these hours he prepares himself for the talks and improves upon the existing lesson plans. He feels that the head of institution should give more opportunity for increasing the technical competency of the members of the teaching staff. Periodical visits to the nearb research stations, agricultural colleges etc. should be encouraged.

TREATMENT OF THE SYLLABUS

He feels that he has adequate freedom to deal with his subject within the general frame work of the syllabus. According to him refresher course trainees should be given more opportunity of visiting research institutions, experimental stations and agricultural colleges. The study tours should be of atleast 10-12 days duration. He feels that though the theory is quite important in building up the general understanding and base, the practicals so designed as to improve the skill of the trainees, may be given more importance. The training should be field and job oriented and necessary changes in the syllabus should be made keeping in view the field priorities and requirements.

JOB TRAINING

Here the trainees are placed at the disposal of the block staff. Once the trainees are deputed for job training, the training centre does not bother about their working. He feels that these raw trained V.L.Ws should not be so suddenly exposed to the field. Good guidance and supervision may be provided and their doubts and difficulties removed from time to time. Learning by doing is a good process but such a procedure is very time consuming and at the same time in order to impress their new bosses the trainees may adopt some wrong extension methods as well as some undesirable tendencies which may develop afterwards.

VILLAGE PRACTICALS

He feels that village practicals are not receiving adequate attention as they deserve. More organised planning and thinking should be done. The trainees have to be guided and supervised more effectively, Proper supply line have to be made. The cause and effects approach should be followed. These practicals should be able to impart necessary knowledge, skill and develop proper attitude for rural development programme. Better coordination between the training centre and the block staff should exist and both the agencies should jointly do their best to train the future Gramsevaks. Non official agencies may also be involved in this training programme. After the completion of the practicals trainers team as well as the block staff should jointly evaluate the performance of the trainees and communicate their reactions to the trainees.

CAMPUS PRACTICALS

Practicals follow theory classes. He himself gives the demonstration and then directs the trainees to try it out. themselves. Individual attention is paid to each trainee. Discussions are encouraged and doubts clarified. Planning of these practicals is made in advance and every possible effort to involve the trainees is made

HIS ROLE IN THE TRAINING PROGRAMME

a) Programme Planning and execution

He has some say in both planning and execution of the programme. He feels that he has adequate freedom to deal with his subject within the general framework of the syllabus.

b) Evaluation of the trainees

He was appointed as examiner for theory papers and practicals. He feels that for healthy evaluation

the examiner should be external for all examinations and the internal examiner may just provide some help. Dealing instructor may have full freedom in periodical tests only. He feels that those who do very well in the final examination are not so effective in the field.

c) General working

He seems to be satisfied with the general working atmosphere of the training centre. Lot of adjustment is required both in the views of the instructors as well as of the Principal. Human approach to the problems would go a long way in further improving the atmosphere. He feels that normally after every three years the staff of the training centre should be transferred.

d) Guidance and counselling

He has been attending to this aspect of the training and feels that this brings teachers and taught more close to each other and also offers solutions of the problems which remain unsolved through various class room teaching. He spends extra time to help the trainees to do better in their work.

INCENTIVE

He seems to be fully satisfied with the incentive available at the centre. He feels little more opportunity for developing technical competencies should be extended to the member of the teaching staff. He does not feel any difficulty regarding medical facilities, accommodation and transport etc. He feels that there are hardly any chances for promotion. Besides pay scales are low.

SUCCESSES AND FAILURES

He does not consider that he has faced any failure in his work. He has full confidence about his job and does not feel that he has any areas of deficiency.

PROBLEMS

In general he is of the opinion that he has no problems. He, however, feels that interested and energetic persons should be posted as Principals of the Gramsevak Training Centres. Persons who are not at all interested in the training programme should not be posted at the training centre. Principal should take direct interest in the welfare and promotion of subordinate staff under him. as this will improve the morale of the teaching staff at the G.T.C.

ANALYSIS

The Instructor has three years field experience as well as three years experience of teaching at the G.T.C. He is quite interested in his teaching profession. He has good basic qualifications and has attended 2 months course on teaching methods and techniques. He has not received any refresher training in the field of Agriculture. Taking into consideration the lack of educational facilities available at the G.T.C., it will be worthwhile if he is deputed for some refresher course at Agricultural College. According to him more guidance and supervision should be provided to the trainees during village practicals and job training.

He feels that the members of the teaching staff should be transferred after every three years.

SUGGESTIONS FOR IMPROVING THE TRAINING PROGRAMME

1. Some avenues for promotion or incentive should be planned in order to create interest in teaching profession.

2. Arrangement for a follow-up of trained V.L.Ws working in the field should be helpful to give the Instructor an id a of the impact of training as well as the actual field requirement.

3. More emphasis on the problem-oriented approach and the practical appreciation of the subject material is needed.

4. More funds be allotted to enrich the library with respect to subject-matter areas.

5. Seminars of the subject matter teacher of the Gramsevak Training centre may be held during vacation or gap period to improve the conact and quality of training.

6. Interested and energetic persons should be posted as Principals at the G.T.C.

7. The persons who are not at all interested in the training programme should not be deputed at the G.T.C.

8. Proper facilities for preparation of Audio-visual aids should be provided at the GTCs.

9. To fully implement the training received at the Extension Education Institutes, it is recommended that Principals of all Gramsevak Training Centres should be deputed at Extension Education Institutes for training.

... .

AN INSTRUCTOR OF A GRAMSEVAK TRAINING CENTRE

(A Case Study)

H. Mahabaleshwariah

Background

The Instructor under study is 40 years old and he is teaching cooperation in a G.T.C. He is very experienced and active worker. He knows his subject matter thoroughly. He comes with a rural background and with his own efforts he has built himself as an effective and intelligent worker.

Education

He has passed his B.A. with philosophy and literature in the early days when there used to be very few graduates in his area. He has also done his M.A. with philosophy. His main hobby is to read books and literature of varied interests. In addition to his high academic qualifications he has also received different types of training from time to time which has qualified him to under take the different responsiblities that are given to him.

Training

Type	Duration	Institute or place	Year
1. Rural Development training	3 weeks	Faizabad	1943
2. Cooperative Inspector Training	6 months	Faizabad	1946
3. Group Level Worker Training	4 months	Gorakhpur	1954
4. Refresher Course in Cooperation	1 month	Indore	1959
5. Applied Nutrition Programme	14 days	Provincial Hygiene Institute Lucknow	1963

6.	Teaching Techniques & Extension Methods	11 days	Hyderabad	1959
7.	Teaching Techniques & Extension methods	2 months	E.E.I., Nilokheri	1967
8.	Refresher Course in Teaching Techniques & Extension methods	15 days	E.E.I., Nilokheri	1967

-.-

The different opportunities that he got for receiving training has helped him in his job. He also feels there should be refresher courses for all types of personnel from time to time to keep oneself up to-date with the latest information.

Experience

After his graduation he worked as a teacher in the beginning. Later on he joined Rural Development Department as District Rural Development Instructor. He served in this capacity for 3 years. Later on he took up a job in cooperative department as Circle Officer Cooperative where he served for 7 years in the field. Later on he was transfered to planning department and posted as Instructor in G.T.C. He is working since 1954 as Instructor in Cooperation in Gram Sevak Training Centre.

Self-Image of the Instructor

The instructor under study likes teaching from the beginning. In early days also he had taken up teaching and he was very happy when he was posted as Instructor in a Gramsevak Training Centre. He knew what is expected of a teacher and his field experience helped him to carry on his objectives effectively. The job has turned out to his expectations. He likes to continue on this job because the teaching profession is most important where he can train people to shoulder the responsibilities in the field of cooperation.

Work load of an Instructor

Since Cooperation is a minor subject under present situation where more than 80% weightage is on agriculture, the time given for imparting

cooperative education is too short. He has 90 theory periods in a year and 60 sessions on practicals. Apart from this he also has to guide the trainees in running the cooperative stores at Gramsevak Training Centre. He is also incharge of the food arrangements of the trainees. Along with the regular work other duties like examining the theory papers, practicals, village work, seasonal programmes in the villages, supervision of trainees in the villages when they are under training, planned visits of trainees, and their arrangements, guiding the trainees under ward system and conducting tutorial classes are attended by him.

The Instructor under study out of his own interest, snatches time from regular duties and spends time for library work for self study. On an average he spends about 350 to 400 hours on library work. This keeps him up-to-date in his subject matter knowledge.

Teaching methods

He has got all his notes prepared in detail. He has also got talking points for all lessons in his subject. He also uses visual aids like charts, flannel graphs, strips etc in his day-to-day teaching work. The visual aid workshop has helped him a lot in preparing and using of visual aids. He also takes help of different circulars and publications to keep his notes up-to-date. In his teaching work Black-board is the basic aid through which he communication to the trainees. In his case he adopts lecture-cum-dictation method which is best suited to the type of trainees that he teaches. He feels that dictation is necessary because of the standard of understanding of the VLW trainees. He also trains the trainees practically by helping them to run a cooperative store on the campus. This aspect of running cooperative store is an important item and it helps them to shoulder the responsibility.

Syllabus

He feels that the syllabus, its contents and treatment at present is best one and there is no need to make any changes. At the same time he also feels that the time allotted for completing the syllabus is too short and suggests that there should be more time to be given to cover the syllabus effectively. The programme of campus practicals

includes filling up of different forms and making different enteries on the registers etc. The item of practicals on the campus, as mentioned earlier, is running of cooperative store where most of the practicals are conducted.

Other jobs

He is also involved in job training and evaluation of trainees, when they are on job training. He feels the present method adopted in his state is the best method and suggests no change in the set up. He participated actively in job-training programme where he guides the trainees and supervises them also.

He is also involved in programme planning of the training programme and he has to conduct tests daily, periodical, promotional and final to the trainees.

Incentives

He gets all encouragement from the principal of the training centre. There is also sufficient amount of literature in the library of the centre.

Deficiency area

He personally feels that the knowledge that he is having is sufficient to the trainees that he teaches. The field experience that he has had helps him to handle the situation practically. But he also suggests that refresher training from time to time is necessary to keep himself with up-to-date information.

Analysis

This Instructor has got vast and long experience and he has got a taste for teaching. To sustain this interest and initiative I feel he should be given due recognition and promotion in the same field and should be retained in teaching profession.

CLASS ROOM TEACHING AT GRAMSEVAK TRAINING CENTRE

(Group Study No.1)

Participants
1. Instructor in Agriculture
2. Instructor in Panchayati Raj
3. Instructor in Panchayati Raj

Consultant : Shri C.L. Gupta

Introduction:-

There are three aspects of VLW trainees, viz the'class-room' 'practical training at the campus' and 'training in the field'. These constitute what may be termed as 'institutional training', 'campus-practical' and 'field visits'. Inspite of the fact that the main object of this training is to prepare self reliant, practical field workers and not mere theorists even then the institutional aspect of this training could not be left aside. We can not aspect VLWs to be good practical worker unless he does not know the theoritical aspect of every subject in the minutest details.

Keeping this importance in view about 40% weightage has been given to the class room teaching in VLWs training programme.

Scope of study

The members of the group felt that the following aspects of training constituted the class room teaching:-

a) Class room facilities
b) Audio Visual Aids
c) Library
d) Lesson plans
e) Lesson notes
f) Assignments
g) Methods of evaluation
h) Impact and follow up.

The group was of definite opinion that all these various aspects have a direct bearing on institutional training and we can not justify ourselves if we omit any of these various facets.

Methods of collecting information

As has already been stressed that to have an overall view of the training programme in the class-room it is necessary to go into minutest details of all the various facets already mentioned. Accordingly, to dig deep and to analyse each and every aspect the group divided itself and the following areas were given to different members:-

a) Class-room facilities
b) Audio-visual aids
c) Library

d) Lesson plans
e) Lesson notes
f) Assignments

g) Method of evaluation
h) Impact and follow up

As participants from Assam, U.P., Rajasthan and M.P. are attending this course it was decided that these members may collect information in regard to different states after having personal interviews with the participating members and incorporate in this group study.

a) Class room facilities

The class rooms almost in all the G.T.Cs. are of appropriate size and accommodation The seating arrangement is also adequate. The number of trainees is not very big it is generally round about 40 only.

The difficulty at certain places is in respect of good size and quality of the black board of the class. The surface is very often found rough and not well painted.

The soft boards and flannel boards are not available when needed. Barring this there are petty things like coloured chalks which are not available/can be easily improved upon at local levels. [/these]

Loboratory rooms are in most cases not there accordingly there is always difficulty in conducting the camp practicals. The show rooms are also not possible for want of rooms for the purpose. Samples

of seed, fertilizer, insects or pests are not generally collected as there is no room to keep them safe.

As farms are not there on each G.T.C. this is the greatest draw back for the institution where agriculture makes 80% of the material to teach.

Suggestions

1. Arrangements of good black boards, flannel boards at each G.T.C.

2. Arrangements of multi coloured chalks.

3. Arrangement of demonstration farms at each G.T.C.

@. Provision of Laboratory, Museums at every G.T.C.

b) A.V.Aids

The G.T.Cs have been provided with the following equipments:-

P.A.E. Sets, Radios, Film projector, Opaque projector, Film strip projector, Tape recorders, gramophone.

The sets of flannel graphs, film strips are also there. Departmental charts and posters are also received regularly on the centres but they are hardly utilised in the training programme. In U.P. there is one projector operator cum publicity Assistant. He is not well trained in the maintainance & regular check up of machines. The difficulty is that the machines are not in the trained hands? They are generaly out of order or are not handled due to fear of being spoiled.

The trained E.T.Os and instructors are able to suggest certain charts and other aids but they can not be prepared in the absence of the artists at the G.T.Cs. Therefore provision of artists for a group of five training centres be made.

Suggestions

1. The projector operators should be given further training to use and handle the equipments.

2. There should be quota fixed for the use of each equipment for the month.

3. Artist may be provided for a group of 5 G.T.Cs.

4. Trainers be allowed to have the round of the other centres to have the idea of visual aids used or some aids to be standardised.

5. Principals may be empowered to engage artist on daily labour basis when need arises.

6. Instructors of a particular subject must be in the know of various aids available at the centre and he should have a complete list.

7. There is a provision of posting of VLW demonstrators at G.T.Cs. Artistic talents should be given preferencial choice in their selection.

8. Live objects must be used in classes.

9. It was suggested that those visuals are more effective in class room in which aids preconcieved by instructor concerned are prepared.

C) Library

Each G.T.C. maintains a Library and reading room. There is good stock of books but good and latest books on the subject matter are rarely found there. If some of them are there they are in English and as such of no practical use to trainees.

The Librarians are not trained and they generally avoid to issue any book. The librarian hardly have any knowledge about the books.

However the E.T.Os and instructors are competent enough to have the books for their study.

There is no quota or the set of selected books for the VLW trainees. Generally a few trainees make any study. The reason of this state of affairs may be the procedure of teaching with ready made notes given by the E.T.Os.

Though one period is allotted for each day to the trainees to attend the reading room. The utilisation of this period is not made fully as there is no supervision and no difinite literature is allotted for the purpose.

Suggestions

1. The books specially free literature be catalogued systematically for each subject so that man concerned can utilise them easily.

2. All the current magazines on Agriculture be subscribed in number of copies atleast 3 of each for each batch of trainees.

3. Book review and library assignment work should be encouraged.

4. Purchases of latest books on subject matter be authorized to the Principal upto a sum of Rs.1000 per year.

5. References register for good articles be maintained.

6. Guard file for paper cutting good articles be maintained.

d) Lesson Plans

Lesson plans for all the topics are not prepared in any state on the lines suggested by the E.E.Is. The instructors take the help of detailed notes while teaching the trainees. The instructors also go through the detailed notes sometime before going to the classes. They take the detailed notes as their lesson plan so for as the subject matter is concerned.

The case in Uttar Pradesh is a little different. In this state instructors prepare

talking points instead of lesson plans. They take the talking points to the class and cover the topic with the help of notes. In this way they avoid taking detailed notes every time as is done in other states.

It was also informed that the help of visual aids is taken for simplifying the topic and making the talk more interesting to the trainees. The visual aids used are mostly charts, flannel graph strips, suspense chart and posters. However visuals are not used for each topic. In covering most of the topics help of chalk and Black board is taken.

Generally dictation cum lecture method is resorted as majority of instructors feel that in the absence of good reference books dictation work becomes necessary without which trainees are not in a position to revise the subject at the time of their examinations. In the absence of such notes it is feared that result may be effected adversely.

Suggestions

1. Publication of reference books of different subjects may be encouraged by the state governments.

2. The training centre should be provided with sufficient quantity of stationary and cyclostyling material so that notes may be given to the trainees well in advance of the class.

3. Artist may be provided for a group of 5 G.T.C to help the instructors in preparing A.V.Aids.

4. It was also suggested that instructors must have a plan to discuss the topic in the class. It may be called lesson plan or talking point.

5. It was also suggested that State Governments may also take the publication of certain standard visuals for each subject to facilitate the instructors to impart the training most skilfully.

6. Topics should be assigned to the trainees and they may be asked to prepare notes on them after consulting library books.

7. Study circles should be organised at G.T.C. at least once a month and every instructor in this meeting may be asked to prepare and present the paper.

8. Instructor concerned may be asked to read reference books and these books should be readily available to the trainees in Library periods and their notes should be checked.

e) Lesson notes

It is considered necessary that for imparting class room instructions preparation of lesson notes is a must. As such attention is being paid for preparation of effective lesson notes in all the teachers training institutes. The necessity of preparing lesson notes has further been considered necessary due to poor standard of trainees joining the G.T.Cs. The language problem is there. Some times the trainees do not understand English and their understanding of local language is also poor. Reference books are not there and the fear of examinations is always there. Accordingly lesson notes preparation becomes necessary for all the instructors.

Generally detailed notes are prepared by all the instructors in all the states. In preparation of these notes help of standard and reliable books and journals always taken. These notes are further improved and modified by adding latest material and information published in periodicals and pamphelets issued from time to time.

Generally there is no difficulty in this area except that some times due to lack of times notes for every topic could not be prepared and also some time there is difficulty of getting good reference books etc.

Suggestions

1. Detailed notes for each and every topic should be prepared.

2. Instructors concerned must have a cut book in which cuttings of publications and newspapers may be attached.

3. The detailed notes should be modified and enriched from times to times by incorporting in it the latest such finding and publications.

f) Assignments

To supplement the class room instructions and to add to the knwledge of class room it becomes necessary to give the trainees some assignments. However the group felt that no proper attention is being provided by the instructional staff having in view that they have already given comprehensive notes to the trainees. As a matter of fact to
/all inculcate/ habit of further reading and to avoid
the spoon feeding it becomes necessary to give the trainees home assignments.

Suggestions

1. Trainees may be asked to study relevent literature in this connection and their notes prepared on this reading [illegible] be examined.

2. Trainees may be given certain questions and their copies should be examined by the Instructor concerned.

g) Evaluation

"Evaluation is the measuring of progress in attaining objectives and balancing the values of this progress against the effort involved in it. It is not enough to determine how for an activety has progressed and how for objectives of the programme have been reached but one should also try to get an opinion on whether the result have a reasonable relation to the efforts involved to reach them.

To speak more concreately about the evaluation of the VLW trainees it is very essential because with out it, it is very difficult to remodel and correct the training programme and also to measure the technical know how of the trainees.

The object of evaluation accordingly is two fold firstly to ascertain how for the individual trainee has been able to understand the subject taught and secondly to ascertain the success of

training and to reshape it accordingly if felt necessary.

Keeping in view the importance of evaluation provision of periodical test in each subject from the second month of the training and ending up to 20th month is made in their syllabus.

These periodical tests are being supplemented by promotion and final examinations. The promotion examination is arranged at the end of I year Course and the final examination is held at the completion of two year training.

As traits of leadership, initiative and descipline have a direct bearing on the institutional training programme, a provision of evaluation of these qualities has also been made.

The works obtained in the periodical tests and also in evoluation of traits of leadership initiative etc. are given due weightage in their final result.

These periodical, promotion and final examinations are not only used as a tools of grading the trainees but are also used as a vehicle of improvement of trainees and training programme as such.

Nearly in all the states under review a provision of promotion and final examination is made in the syllabus of VLWs, but excepting U.P. the promotion examination is home examinations. In U.P. both these examinations are held render supervision and direction of Asstt. Development Commissioner(Training). The papers are set and moderated under supervision of Moderation Committee of which Asstt. Development Commissioner is Ex-officio Chairman. The copies are sent to outside examine for examinations.

In Madhya Pradesh no doubt the papers are being set by outsider but the copies are examined locally.

In Rajasthan there is a Gram Sevak Examination Board which is responsible to conduct final examinations. Both paper setting and

examining work is done by outsiders.

In Assam also the final examination are held under supervision of an examination Board like as Rajasthan.

As regards periodical tests in all the states there is provision of periodical but their frequency and mode of conduct vary from state to state.

In U.P. these periodical tests are held centrally. The programme of examinations is chalked out and phased out in the beginning. The papers are no doubt prepared by instructor concerned but are moderated and cyclostyled most confidentially under the direct supervision of Principals.

The examined copies are shown to the trainees and the defficiencies are being discussed with them. The result of the periodical test is renewed in a staff meeting of instructors. The weak trainees are warned and also the instructor concerned is directed to pay special attention to remove the weakness of the trainees as far as possible. The marks obtained in these tests have due weightage in the final result.

In M.P. periodical tests are also held and their weightage is coanted in the final result but instructor concerned is at his sweet will to arrange for his periodical test at his will and time convenient to him.

As regards Rajasthan, all the periodical lists are arranged in form of quarterly examinations. The programme of these examinations are chalked out casually and deficiencies are being discussed. The works so obtained have a weightage in the final result.

In Assam with the provision of periodical test there is also provision of weekly tests. However the works obtained in weekly tests do not have any bearing in the final result, whole as of the periodical test do find weightage in final result. The note books are shown to the trainees and the deficiencies are being discussed so as to utilise the weaknesses fruitfully to improve the trainees.

In U.P. to evaluate trainees traits in discipline, initiative etc. ward system is introduced

Where in a batch of trainees is allotted in rotation to different instructors who watch them closely and evaluate them closely and mark them periodically.

In M.P. this evaluation of traits of discipline initiative etc. is also done by a panel of instructors periodically and seperately for each trainees and the average is being calculated for each trainees.

As regards evaluation of traits of initiative leadership and discipline etc. in Rajasthan there is also provision but it is not arranged periodically rather it is done at the end of every year either by Principal or by the senior most staff members.

In Assam the evaluation of traits of leadership, initiative and discipline is done individually by all instructors at the close of session they submit marksheet in respect of every trainee and average is being worked out to add to the final result.

Suggestions

1. The final examination should be conducted by an examination board.
2. The setter as well as examiner of papers must be given remuneration.
3. At least one invigilator must be externally deputed to conduct the examination most strictly.
4. The periodical test should be arranged centrally in direct supervision of the Principals. The papers should be set, moderated and cyclostyled most confidentially.
5. The copies should be shown to the trainees with-in a week time and dificiencies should be discussed.

6. Analysis of the periodical test be made in staff meeting and steps may be taken to improve the deficient trainees.

7. To evaluate the trainees most effectively in their traits of discipline, initiative etc it will be better if ward system is introduced and followed effectively.

8. There should be strictness in evaluating the trainees. The attitude of encouraging passing of each and every trainee should be discouraged.

9. Selection of the trainees should be done scientifically and systematically to avoid further difficulties during their training period.

10. The weaklings or the poor trainees should be weeded out right in the beginning.

h) Impact and Follow up

Inspite of the fact that the entire training programme is phased in 'class-room teaching' 'Campus-Practical' and 'village practical' so that our training programme could be 'problem centred' and 'job oriented' even then it becomes necessary to assess the impact of this training on the out going trainees. This could only be done by keeping a close touch with the trained VLWs through correspondence and follow up visits. Specially follow up visits to the trainees are of three fold importance firstly we can assess the impact of pre-service training, secondly to discuss with the higher officials the impact and thirdly to remove the difficulties of the trainees if any experienced at that time.

Accordingly follow up visits are emphasised again and again in order to find out the impact of the programme.

However practically speaking no practical and concrete work has been done so far in any state. Almost in all the states render review

the importance of this programme is realised but either due to financial implications or due to any proper guide line no concreedt and systematic work has been done so far. Only sporadic and isolated and half hearted efforts have been made so far.

Suggestions

1. The importance of this could not be questioned and its utility is very well felt.

2. The state government should arrange for workshop and seminars of reports where in a proper guide line be evolved.

3. Definite proformae and schedules for follow up programmes be evolved.

4. Few follow up visits may be planned on an experimental basis and its utility may be examined.

-.-

GROUP STUDY REPORT NO:II

Syllabus And Its Treatment:

Participants -
1. Instructor. in Horticulture.
2. Instructor in Agriculture.
3. Instructor in Home Science.

Introduction:

Village level worker is the pivot of C.D. Programme. Keeping in view the pivotal importance of multipurpose VLW about 100 Extension Training Centres have been started throughout the country. On the basis of earlier experiences of R.D. Programme in the use of untrained persons, the importance of training of VLW was recognised, and a six months training programme for VLW was started where elementary knowledge of Ag., A.H., Social Education and Extension etc. was imparted to them. This training was insufficient and the training period was raised to 1½ years - one year of basic training in agriculture and allied subjects followed by six months training in extension. This pattern continued upto 1958. This pattern was followed by all the states. Some improvement was brought out in the quality of work but did not fully met the VLW's field requirement. Various conferences were held and different committes recommended two years integrated course for VLW training. On the basis of recommendation of Balwant Rai Mehta Team on Plan Projects a two year integrated course for VLWs was introduced. The syllabus for the training course was revised and It was kept in mind that syllabus should fit in the new conditions and situations.

Subjects:-

The previous syllabus included the following subjects:

1. Agricultural soil management and Agri. Engineering.
2. Agriculture crop husbandry.
3. Horticulture and plant protection.
4. Animal Husbandry.
5. Cooperation.
6. Panchayats.
7. Public Health.
8. Social Education.
9. General including extension principles and programme planning.
10. Minor Engineering works.
11. Rural Industries.

The revised two year integrated syllabus for training of VLWs includes the following 10 subjects:-

1. General-Planning, Community Development Programme and Administration.

2. Extension and Social Education.

3. Agriculture I - Agriculture and Rural Engineering.

4. Agriculture II - Crop Husbandry.

5. Agriculture III - Horticulture and Plant Protection.

6. Animal Husbandry and Vet. Science.

7. Cooperation.

8. Panchayat and Panchayati Raj.

9. Public Health and Family Planning.

10. Rural Industries.

Contents of Syllabus:-

A VLW is supposed to know the problems of rural people, attitude, apptitude, social and cultural traits. So the syllabus was made keeping in view the needs and role of VLWs that he has to play. VLW has to devote 80% of time in Agriculture production so needs practical training in this field. A VLW should also have knowledge about statutory and non-statutory bodies.

Changes made:-

The syllabus contains certain changes from the previous one which are as follows:-

1. Importance has now been given to the general knowledge of the trainees, his understanding about the country, planning, Community Development etc. This was previously covered under "General including extension principles and programme planning."

It occured as serial number 9 in the old syllabus but has now been given first place.

b. Social Education and Extension Education have been amalgamated to form one subject which is now subject number two. Previously social education was number eight.

c. Panchayti Raj has been added. This subject now is called " Panchat and Panchayati Raj."

d. Agricultural Engineering previously included in Agriculture Engineering, soils, soil management, manures fertilizer etc. It is now called "Agriculture and Rural Engineering". The subjects of soils, soil management, manures and fertilizers have been shifted to crop husbandry.

e. In the case of Public Health, Family Planning has been added and it is now called " Public Health and Family Planning".

Flexibility of syllabus:-

The syllabus prescribed by the Central Govt. is not a prescription. It is a guide. It is an aid to training. The State Govts. were requested to make changes according to local conditions and the geographical conditions. Some items will vary from area to area. It is sufficient to cover the broad outlines in the syllabus and to leave the rest on the State Govts.

The syllabus is flexible in approach. The changes may be made according to variation and needs.

Phasing of Training Programme:

A comprehensive plan of class-room study, practicals, village practicals is chalked out in consultation of block staff.

The different States have developed their own syllabi according to local needs, experiences and geographical conditions.

U.P. State has modified the syllabus and has included the following 10 subjects.

Major:

1. Agriculture I - Agri. Engineering & Minor Engineering.
2. Agriculture II - Crop Husbandry.
3. Agriculture III - Horticulture.
4. Agriculture IV - Plant Protection.
5. Agriculture Extension Education.
6. Animal Management.

Minor:

7. Cooperation and Rural Industries.

8. Panchati Raj.

9. Public Health and Family Planning.

10. General C.D. Administration.

Weightage:

80% weightage has been given to subjects at serial 1-6 and 20% weightage has been given to 7,8,9, and 10.

Only the number of periods has been reduced in case of cooperatives, Panchayats, Public Health and General. But the topics are more or less same which were in previous syllabus. From 1-6 are major subject and 7-10 are minor subjects. Previously allotment of periods was more for minor subjects, and allotment of marks was equal in all subjects. The post of Public Health Instructor is abolished in M.P. from 1-4-67.

Examination & Evaluation.

Different States have different system of examination. and evaluation of trainees. It is only to ascertain the knowledge of trainees and also to know what further improvement can be made in the training programme.

The allocation of marks etc. for different examination has been left to the State Govts.

1. Daily practical evaluation.
2. Periodical test - quarterly.
3. Seasonal programme evaluation.
4. First year examination.
5. Second year examination.
6. Job training evaluation.

Suggestions:-

The agriculture people of U.P. say that the number of periods have been increased but the topics are more or less same. So they find it difficult to utilize the time while cooperation, Panchayat, Public Health and General people say that the number of periods is short. This should be examined by the State level officer. The differenciation of major and minor subjects should also be deleted.

(GROUP STUDY NO.III)

Field practicals and job placement

Participants

i) Instructor in Agriculture.
ii) Instructor in Public Health.
iii) Instructor in Cooperation.

Consultant Shri Baldev Singh.

INTRODUCTION

The training of the V.L.W. is no easy task, especially in view of the constantly changing pattern of the rural economy which makes varied demand on him. It is not enough to tell a V.L.W. trainee how to do a thing or to show how to do it, unless he actually performs the task, he may not be able to acquire mastery over it. Some one has rightly said,

" If we hear, we forget.
If we see, we remember.
If we do, we learn. "

Practicals relate to acquiring skills and abilities. The most important aspect of practical is that they involve doing a job to acquire the necessary competency. Just as theory is 'know how' practical is 'do how'.

Theory classes and practicals are two important aspects of any training programme. Both are essential for effective learning and are complementary to each other. One may know the theory of the subject but may not be able to apply it in practice. Like-wise one may be able to use the technique skillfully, but be still superficial in one's efforts to teach the same to others for want of a proper understanding of the related theory. No doubt people learn faster by doing but there is a place of theory in every educational activity. A happy synthesis of both is ideal. While theory takes one to the thresh hold of learning, practicals open the door to learning. The fundamental principle of Extension Education is that people learn by hearing, seeing and doing.

A V.L.W. has to perform specific jobs in order to help people help themselves. The training imparted to him should therefore include maximum number of practicals. It is not enough to teach them the know how and the skill, but they must be taught how to apply the newly acquired knowledge and skills in practical situations. This can best be done by way of practicals.

As educators V.L.Ws have to influence the action of people so as to imitate desirable changes in peoples' behaviour, outlook and actions. In the villages, they neither have the facilities of a class-room, teaching equipment and material, nor a homogenous groups of cultivators with academic background. The most effective method they can adopt for teaching therefore is demonstrations. In this respect it may be mentioned without any reservation that 'he cannot teach others what he cannot do himself.'

OBJECTIVES

A lack of clear and valid objectives is probably more responsible for poor teaching than any other single factors. The specific objectives of a practical should be expressed in terms of knowledge, skills and attitudes. The following are some of the important objectives:-

1. To impart knowledge of important facts and information about people and problems in the rural area.

2. Principles and methods of programme development.

3. Skills in demonstrating simple improved methods of farming.

4. Skill in applying the principles of Psychology and education to extension teaching.

5. Skills in organising people, conducting meetings and discussions.

6. Skills in facing and analysing new situations and solving existing village problems.

7. Skills in developing the understanding technique and process of evaluation of extension programme.

8. Develope attitude, for rural development programme.

9. To co-relate the theory and village practicals with the actual village situations.

10. To improve their technical and professional competency.

The campus practicals are being discussed by a separate group and therefore emphasis here has been

given to:-

(a) Village practicals

(i) Planned field visits.
(ii)Participation in seasonal programme.

(b) Job placement.

EXISTING PROCEDURE

(a) Village practicals

(i) Planned field visits

1. The trainees are sent to the villages according to the schedule with an specific assignment of the particular subject for which theory classes and campus practicals have already been conducted.

2. Concerned subject matter specialist accompanies the trainees for specific guidance and supervision.

3. The places selected for this purpose are checked well in advance and learning situation is created for the purpose.

4. The selection of the programme is made in accordance with the seasonal facilities available.

5. Concerned field staff of the attached block is associated with these planned visits for assistance in the execution of the programme.

6. Selection of the villages is made in consultation with the Block Development Officer.

(ii) Seasonal programme

1. The trainees are deputed in the different villages allotted to them at the start of Rabi and Kharif season.

2. Climatic conditions are also kept in view before deputing them in the villages.

3. Guide books for these seasonal programme are also issued and explained in advance by the different subject matter specialist.

4. Before directing them to the villages the required material is either supplied or list including the sources of material including their prices is provided to them well in advance.

5. Generally the minimum period for their stay in the villages is three weeks.

6. Only one seasonal programme placement is done during a course.

7. The non-official members of the block samiti are also consulted prior to the preparation of plan for village practicals.

8. The physical targets for the different subjects are allotted to the trainees and they are asked to prepare weekly break up according to their local situations.

9. During their stay in the villages instructional staff frequently visits the allotted villages for the guidance and supervision in their respective subject.

10. After the seasonal programme the evaluation is conducted by the trainers team including the block field staff may maintain the follow up of the demonstration done by the trainees.

11. The field staff alongwith the trainers conduct few discussions-cum-meetings with the trainee wherein doubts etc. are removed.

(b) Job placement

1. After the institutional training of one and a half year trainees are kept under job placement for a period of three months.

2. Those villages which are selected for the seasonal programme are kept for the job placement.

3. The programme for the job placement is planned well in advance, assuring the supply line and the local conditions of the particular area.

4. Physical targets are assigned according to the various subject-matter requirement. The targets are fixed within the general framework of the village production plan and keeping in view the subjects covered by the trainees.

5. Before deputing them in the villages a clear cut instruction for supply line and the technical and financial limitation of the Extension agency in operation is explained to the trainees.

6. Proper supervision and on the spot guidance to the trainees is provided by the field staff as well as by the trainers team.

7. In order to enable them to have a first glimpse of the field duties, responsibilities and their own position as a V.L.W., the trainees are put under the administrative control of the B.D.O. and under the guidance of a senior experienced V.L.W.

8. Periodical meetings are conducted at the block level for guidance and for solution of day to day difficulties.

9. Proper supplies are assured by the various agencies.

10. After a period of three months a job evaluation team is appointed by the State level authorities. Before the final evaluation the internal evaluation and verification is done by the training team to creat a guide line for the external team.

11. General deficiencies found by the evaluation team are removed by briefing, discussion etc.

SUGGESTIONS FOR FURTHER IMPROVING THE PROGRAMME

1. All the village institutions both official and non-official should be involved in programme planning.

2. The equipment required should be collected and checked in advance.

3. Inform the concerned people well in advance.

4. The plan may not be rigid but elastic to accommodate any unforeseen circumstances.

5. The supervisor should assume the role of the friend and guide not that of task master.

6. The teachers should direct the activities so as to avoid undesirable learning.

7. Individual attention should be paid.

8. Advance plan should be made to study the activities of various village institution.

9. Proper follow-up of the trained V.L.W. must be maintained.

.. ..

Group study Report IV.

CAMPUS PRACTICALS AND THEIR ORGANIZATION

Participants: - Instructors in Cooperation.
- Instructor in Horticulture.

Consultant - Sri H.Mahabaleshwariah.

The syllabus of village level workers' has been formulated keeping in view the requirements of the field workers and field problems. The treatment of the syllabus in relation to the changing needs of the country is revised from time to time. Accordingly at present more stress is given on agriculture to which 80% weightage has been given. The whole syllabus is administered in three phases. The three aspects of training, viz., the "class-room study," "practical training at the campus," and " training in the field." The group has taken up for study the second aspect of the training programme i.e. practical training at the campus.

Now-a-days more emphasis is being given on the practical side of the training and making the trainees to learn the practical skills in different subjects on the campus itself.

Some idea about the weightage on practical aspect on campus can be had from the table given below: -

I. U.P. State.

S.No:	Subject.	Theory (hours)	Campus practical (hours)	Percentage on campus practicals (Total)
1.	Agriculture I	82	111	
2.	Agriculture II	83	116	
3.	Agriculture III	95	114	66%
4.	Agriculture IV	56	84	
5.	Agricultural Extension.	41	24	
6.	Animal Husbandry.	89	111	
7.	Cooperation	40	24	
8.	Panchayat.	36	21	
9.	Public Health	34	30	
10.	General	35	12	

II. M.P.

S.No: Subject.	Theory (Hours)	Practicals (Hours)	Percentage.
1. Horticulture & Plant protection.	170	342	66%

III. Assam:

1. Agriculture	504	504	50%

Types of Assignments:-

All the campus practicals can be classified under two heads. One is group assignment and another is individual assignment. The campus practicals comprise all those skills imparted either in the class-room laboratory or in the field or Farm of the training centres.

Content of the campus practicals.

Some of the important items of campus practicals are as follows:-

Agriculture:-

Study of soils and soil profile, bunding fields, soil samples, collection and identification of weeds, practice in ploughing, harrowing, rolling, levelling and intercultural operations, practice in opening and fitting of implements, and their adjustment, digging compost pits, preparation of compost, sectional filling, collection of cattle urine, identification of seeds of different green manure crops, cultivation and turning in of green manure crops, identification and application of important fertilizers, calculation of doses, knowledge of the working of common water lifts and pumps, levelling of fields and construction of water lifts and pumps, seed germination test, identification of improved seed varieties of different crops, preparation of seed bed of each of the important crops, critical study of important crop rotations followed at the institution's farm and preparation of three

rotations of local crops, study of mixed farming, study of seed multiplication programme, rogueing on the farm, selective harvesting for maintenance of purity, practice in seed-dressing and labelling, preparation of seed store accounts on supplied data, Demonstration of gram , fodder and potatoes, study of crop planning, layout of actual and dummy demonstrations, periodical observations of demonstrations, preparation of demonstration-plan cultivator-wise and village-wise, and actual crop cutting.

Horticulture and plant protection:

Practice in raising vegetable crops, and use of garden tools, raising of seeds of important vegetable crops, identification of different vegetable seeds, practice layout, study of the layout of the existing orchards at the campus, digging of pits, their filling and planting. Lifting of at least two plants and their packing, practice in different methods of propogation, practice in the use of secateurs, shears, budding and grafting knieves and saws, practice in important operations such as digging, irrigation, manuring, interculture, inter croppoing, training and pruning, demonstration of simple methods of fruit and vegetable preservation, practice in preparation of plans for Community orchards, practice in digging of pits and trenches for sowing seeds for afforestation.

Identification of different insecticides and fungicides. Actual preparation of different concentrations and mixtures of insecticides and fungicides and their use in controlling pests and diseases. Prepautions in handling them. Working out cost in controlling common local pests. Handling, use and care of sprayer, duster, fumigation pumps and seed dresser before and after the operation, identification of various insect-pests and diseases, practice in control measures according to incidence ; dusting the bags and fumigating the godown to control stored grain pests.

Teaching method:

The Instructors prepare their teaching plan well in advance and arrange the materials before the class. The method demonstration plans are prepared for each practical class.

First the teacher demonstrates the skill to all the trainees and the trainees are later on involved and are made to learn by doing themselves. Wherever, possible trainees are given assignments to repeat the skill to make sure they learn a particular skill.

Impact and Evaluation.

As method and result demonstrations are the guidelines for the campus practicals, naturally trainees learn more than by simply attending the theory classes. Thus the trainees gain self-satisfaction and develop a sense of confidence in them. The real impact is seen only when the trainee undertakes extension work in the villages.

The work of the trainees are evaluated by holding periodical tests, promotional and final examinations. At each campus practical class the marks are assigned for his activities and participation In other words evaluation of the trainees is done at each campus practicals.

Suggestions:

1. There should be provision for adequate and necessary materials and equipment.

2. Subject-matter specialists from outside may also be invited to give method demonstrations occasionally.

3. The number of demonstrations should be increased for effective campus practicals.

4. Opportunity may be provided to the trainees to study and participate in the campus practicals of the other training. Centres while they are on study tour.

5. Farm should be provided at all Gramsevak Training Centres for learning practical skills.

6. All types of latest implements and equipments should be kept in the Gramsevak Training Centre.

7. Latest information and material should be made available to GTC in adequate quantity for training purposes.

...

BOOK REVIEWS

An assignment of selected readings from the latest books and publications in Extension was given to each of the participant in the refresher course. These readings were specific. The main objective of this assignment was to give the participants an opportunity to get acquainted with the latest literature in Extension and also peep into one of the chapters or areas to get interested in the entire book.

In the following pages a few samples of the reviews made by the participants have been included. It has not been possible to include the reviews made by all the participants for shortage of time and space.

... .

BOOK REVIEW

How Adults Learn

by J.R.Kidd.

The title of the book is "How adults learn" by J.R.Kidd. Learning means change in behaviour. When we think of learning, we are thinking of changes which we anticipate will occur in a learner. The change may be in attitude change may be in skills where we think the learner to become an efficient man. Changes may be in performing certain acts like improved practice of agriculture production, use of implements pesticides, irrigation facilities and sanitary construction etc.

The object of the book is to help the practitioners. The book has been written by a practioner who has a good experience in the field of adult education. This book is just a guide book. It is not a text book. Some basic principles about the adult learning have been discussed. The author has expressed his opinions. He has also mentioned about the experiences of other persons.

In chapter I the author has said that adult goes on learning throughout his life. There is great relationship between learning and intelligence. Intelligence means capacity for learning. This power of learning develops with the advancement of age.

Chapter 2 deals about the adult learner. The difference between adult learner and the child and hypothesis about adult learning has also been discussed.

Chapter 3 deals with the changes both in physical and sensory capacity and also throws light about the ways in which it may effect his capacity for learning.

Chapter 4 deals mainly with the intellectnal capacities and changes.

Chapter 5 deals with the effect of emotion and feelings. The author throws light on four aspects of life, level of inspiration, effects of social class, satisfaction and recapitulation.

Chapter 6 deals mainly with the motivation, interest and attitudes. He has given definition relating to motivation. He also throws light on interest and attitude.

Chapter 7 deals with the different theories of learning. How the different theories evolved and its development during the century. The author makes reference to some psychological theories of learning.

Chapter 8 of the book deals with the fields of practice. Large scale training programmes in agriculture, industry and armed forces have been discussed. Some other fields of practice have also been touched. The light has also been thrown upon communication practice and research.

Chapter 9 deals with the different environments and facilities. The author has also dealt with the different forms and device of adult learning.

Chapter 10 deals with the teaching learning transactions. The author discusses about curriculam and educational philosophy. Then he expresses his views about the learning situation evaluation, and effects of environment.

Chapter 11 deals with the teacher in the learning transaction.

CHAPTER - 2

Before we proceed further we should know something about the adult learner. In old days no studies were made about adult learner. But some universities and education boards have begun to collect the information regarding age, sex, education and progress of adult students. The number of adult students is growing high in U.S.A. Though exact figures are not available, but one report says that:

in 1924 there were 15 million adults.
1934 there were 22 million adults.
1950 there were 30 million adults.
1955 there were 50 million adults.

The age for school learning is also rising high. Thousands of students are enrolled in the colleges in technical and acedamic classes and some of them are taking up higher studies in social sciences.

When adults feel a desire for learning then they take interest and take admission in college or university.

Coming to the achievements of the adult students Herbert Sorenson's report of 1933 says that adult group is much superior than day time students.

It has also been found that adult students do better in history, literature etc. in comparison to mathematics and physics.

The adults are different from the children. They have experience and different attitude than children. Somethings are associated with the religion or tradition in case of adults, but child are free from it. Then adults can find solution to many problems and it may have an immediate effect on others. The child comes to school to learn while adult brings the different view to the class room than the teacher.

It is said that curiosity is the basis of learning and every child is born with curiosity. Ordway tead once wrote that central purpose of college is to encourage "the students sense of the wonder and mystery of life and reverence for living it. His sense of curiosity and his grasp of the operating meaning of nationality should be fostered in every course". But the adult education is supposed to be the only means to revive this curiosity.

Hundreds of studies have been made about the child education. But no study has been made about the full life development of man.

Maturation means a tendency towards better understanding and self government. The man is the most highly adaptable form of life. Whatever he wants he invents it.

William S. Gray and Bernice Rogers in the book "Maturity in Reading" says that mature reader has the following qualities.

i) A genuine enthusiasm for reading.

ii) Tendency to read variety of material.

iii) Ability to translate words and meaning.

iv) Ability to perceive strength.

v) Tendency to fuse into new ideas.

vi) Capacity to adjust one's reading.

The adults are experienced persons. They can perceive well from their experiences.

Every man and woman is a self learner. Henry Adam says that his education went on all through the life. So every adult is self learner.

Time is an important factor for adult. As he becomes older he looses vigour and cannot do physical work. Child has enough time to learn because he lives in present and will live in future also. But adult looses power of thinking, becomes tired soon and looses memory also.

The physical structure of a man and personality structure which instigate adult to behave in a particular manner leads towards maturity.

The adult can accept the results of experience, may modify it or may reject it. The adult does not know that how difficult a particular study may be. The adult is resistant to learning something new due to his own experience. Then the self takes an important part in adult learning. We can not seperate self. It takes part in different social situation. A poet sang "I am a part of all that I have met." Gardner Murphy puts it another way. 'Paradoxically, he says "it is often through the creation of the right group atmosphere that individuality can best be released."

After sketching the personality of the learner we may recapitulate the following questions to understand the physical sensory factor, feelings and motives.

i) Change during life span.
ii) What is involved in maturity?
iii) Use of experiences.
iv) The meaning of perception and learning.
v) Self.

CHAPTER - 11

The teacher in the learning transaction.

This chapter throws some light on the people who are working as adult teacher. There are certain skills which should be developed by the teacher. There may be different teaching style depending upon his own experience. Some teacher adopt things by observation of others.

Harry Overstreet says "A teacher must be a learner himself. If he has lost his capacity for learning he is not good enough to be in the company of those who have preserved theirs".

In England, Canada, and some other universities courses for adult learning are now being offered. An adult teacher has a good knowledge. He should develope skills for doing things. The learner teacher will change his beliefs theories and practice from time to time.

According to overstreet a teacher should have the following qualities:-

i) He must himself want to go on learning.

ii) He must have some experiences in what he says and does.

iii) He must have sense of relationship.

iv) He must have a sense of community.

RESEARCH:

The adult may help the social scientist very much in research work. Adult classes have done well The by product may also be utilized. Hard thinking may bring solution to many problems of adult learning. The teacher should be clear in speech and writing. The quality of a teacher can be achieved through hard work. The teacher involved in adult learning should have experience of living. Imagination plays also an important role. The teacher should know how to deal with controversy.

The teacher should have vast knowledge. They should have capacity to face controversial questions. The action of a teacher may bring consequencies. He should present truth.

Once Dr.M.M.Coody said "I can always tell a good teacher. All I have to do is to speak to him of some transforming idea and then watch him light up just an electric bulb does when current is connected.

Three centuries age Francis Bacon said,"I would address one general administration to all that they consider what are the true ends of knowledge, and that they seek it not either for the pleasure of the mind, or for contention, or for superiority to others, or for profit, or fame, or power or any of these inferior things, but for the benefit and use of life."

For the teacher the "use of life" is learning for himself and for others.

Comments and suggestions.

The reviewer agrees with the author what he has said about the adult learner and the teacher. The adult learner has definitely superior qualities than day students. The reviewer is himself a student and feels and understands the understanding of adults.

The teacher role in learning transaction is also good. The teacher should have all the good qualities.

But the reviewer does not agree with the author about experience. Sometimes experiences become hurdle. The experiences and impressions which an adult has are resistant to new learning. e.g. The reviewer was told by his parents in his child-hood that water melon causes cholera. Don't take water melon. Now the reviewer teaches about the prevention of epidamic diseases. Knows about the spread and prevention of the diseases. The reviewer is a man of public health and nutrition. But he does not take water melons due to false fear. He always thinks that what will happen if the water melon cause cholera.

Some studies should also be done in India about adult learning.

...

BOOK REVIEW

Cooperative Extension Work (Part IV - ChapterXVIII)

by Kelsey & Hearne.

In the part and chapter mentioned above of the book under reference the author has tried to throw light on the methods and process of communication. He has divided the subject matter into various groups. He has tried to explain the extension work by similee and anetopher. He has tried to make the content of the chapter more easy and understandable by comparision and illustrations from daily life.

Tools, methods and process are ways of communicating the desired teachings to those who must learn. Psychology tells us something about how we learn. Sociology studies the people we try to reach - their characteristics and behaviour. The term diffusion process has been applied to five mental steps taken before individuals get satisfaction from a change in practice.

Extension work requires many methods and teaching tools. People are influenced to make changes in behaviour in proportion to their contact with several different methods and means. Methods which reach large numbers are the socalled mass media. Smaller numbers are reached by group activities. The personal contact methods are very important and effective but are naturally most expensive in time and energy. Extension work could not do without these personal contacts. Each teaching device has its place and they supplement one another. Together they provide the stimulus for interest, desire,action and satisfaction.

The writer has correctly pointed out that the effectiveness of a teacher cannot be evaluated only by seeing a variety of tools and methods of teaching with him, but their proper use at proper time and place. The following illustration will give an idea about a tool, method and process.

One technique or device, such as lecture is termed as a tool. A combination of tools is known as method such as a lecture with a film strip followed by a discussion.

The term process means a series of steps or stages in which both tools and methods lead over a period of time to a completed goal by programme planning process.

The author is of the opinion that the 'communication' here refers to the process of transferring an idea, skill or aptitude from one person to another acurately and satisfactorily. The process requires the acurate use of words to convey intended meanings and realization that persons vary in the readiness with which they receive new ideas.

The next point emphasised by the writer is How people learn. What is diffusion process? The spreading of information and the stages through which it passes has been called the diffusion process. It is a specific segment of communication, the process by which one idea gets from its source of origin to its place of ultimate use. It is primarily a discription of the mental processes that take place. The following are the clearly defined stages of development.

1. Awareness.
2. Interest.
3. Evaluation.
4. Trials.
5. Adoption.

Analysis of communities shows that adoption is not immediate, nor do all persons in the community adopt the idea at the same time. The characteristics of individuals or groups of adoptions may be classified in the following five groups.

i) Innovators.
ii) Early adopters.
iii) Early majority.
iv) Late majority.
v) Late adopter or laggard.

The two processes called diffusion and adoption are inter related and help to bring ideas from original sources to acceptance.

The author has also tried to throw light on the selection of teaching tools. In extension work the community, the farm, or the home is the setting.

The materials are the every day objects. Personal visit by an extension worker to a farm or home represents the ideal learning situation. Strictly speaking what we call methods are often tools which we may apply in different ways. Basically the individual contact methods furnish the most direct opportunities for influencing people. We must reach more people, reach them more often and keep down the cost per contact.

The following considerations are also to be made in respect of the selection of teaching tools.

1. The length of time the programme has been under way in the area.

2. The character and stage of development of the programme.

3. The personality and skills of available workers both paid and volunteer.

4. The sex, age, education, motives and other complex human characteristics and customs of the people to be reached.

5. General local conditions, such as seasonal work, weather conditions, available meeting places, organisation and leadership.

6. Financial and other resources, such as equipments, including returns per unit of time spent on the method.

7. The tools selected should have flexibility and be capable of easy adoption to changing conditions. It is important to choose the right methods and tools in the right proportion at the right time.

...

BOOK REVIEW

The human factor in community work.

(Introduction - Chapter 1,7,9,17,22,25,27,34)

by T.R.Batten and M.Batten.

Introduction.

The author has given many examples of projects which were undertaken and lateron these projects were not adopted by the people as the projects were no more felt useful to them. The author has emphasized that different communities have different needs and the same community has different needs at different times. It is to finding and meeting these needs that agency aims and methods should be related and it is by success in doing so, rather than by adhering to any fixed principles or dogma, that community agencies must justify what they do.

I fully agree with the above views and feel that the Extension workers who take initiative in motivating change should be more careful in feeling the pulse of the people and should direct change not what he feels good but what is the felt need of the people.

Chapter - I

Here the author has given an example about the construction of the village library. Though the extension worker could manage to raise funds for the construction of the building, the people were not fully educated about the utility of such a library. This resulted to the fact that the people could not raise funds for the maintenance of the library.

In such a case the extension worker thrusted his idea on the people who were not prepared for it. In reality the building though officially listed as community project was nothing of the kind. This was government project to which the people had agreed to give their labour. This was never accepted by the people as project of their own and no one in the community was enterested in using or maintaining them. Such project don't constitute community development or indeed, development of any kind. The library was started in a locality of labour class. By starting it in a room he could have tried to feel the interest of the labourers in reading. Reading habits have to be developed first.

Chapter 7 & 9.

Here also the author has given instance of road construction and consolidation of holding which were taken up more or less as government project. It is therefore natural that the people never owned them as their own projects.

Chapter 17.

The projects taken up here though were with five objective but were never related to the actual felt need of the people. Here projects which have a direct bearing in increasing the income of the people would have been more suitable.

Chapter 22.

Here the Head mistress herself assumed the role of the parent teacher association. One of the important function of the C.D. workers is to develope people institution which may manage their own affairs.

Chapter 25.

Autocratic approach of the chair man regarding construction of a meeting hall was not desirable. All the people should be involved on democratic principles so that they may develop a sense of belonging.

Chapter 27.

Here again the approach of the extension worker was faulty and the too much initiative taken up by him was not needed.

Chapter 34.

In this particular case the extension worker should have made prior contact with the subject matter specialist as well as with the agencies responsible for financial help.

Summary of the conclusion.

Here the author has very nicely listed some of the golden rules that an extension worker should observe while working with the people. He should keep himself posted with the latest technical information available in his subject matter field.

He must have skill in applying the principles of adult psychology and extension to extension teaching. He must have skill in facing and analysing new situations and solving existing problem. His skills in developing the understanding, technique and process of evaluation of extension programme.

This book is a must for all the extension worker engaged in the field or in a teaching institution dealing with the training of community development workers.

...

SYNOPTIC NOTES OF LECTURES

The participants of the course had made a request for brief synoptic notes of the talks given to them. Although it is rather difficult for a proper understanding of the subject from these brief points, it is expected that the Instructors who are acquainted with these subjects will make use of these brief points.

In the following pages will be found the synoptic notes of the talks given during the course.

....

HOW FARMERS ADOPT NEW IDEAS

(Synoptic note)

Badri Singh

There is always a time lag between the origin of a new idea, and its complete adoption. A major concern of extension work has been to reduce this time lag between scientific discovery and actual use of new developments in farming.

An innovation is an idea perceived as new by the individual.

<u>Characteristics of innovations.</u>

The relative speed with which a new idea is adopted depends partially upon the characteristics of the new idea.

1. Relative advantage.
2. Compatibility.
3. Complexity.
4. Divisibility.
5. Communicability.

The difusion process refers to the spread of new ideas from originating sources to ultimate users. In the case of agriculture, it is the process by which new farm practices or ideas are communicated from sources of origin, usually scientists, to farmer

The adoption process is a mental process through which an individual passes from first hearing about a new idea to its final adoption.

<u>The stages in the adoption process.</u>

1. Awareness.
2. Interest.
3. Evaluation.
4. Trial.
5. Adoption.

<u>The adopter categories.</u>

1. Innovator : Venturesome.
2. Early adopters : Respect.
3. Early majority : Deliberate.
4. Late majority : Sceptical.
5. Laggards : Tradition.

...

EXTENSION TEACHING METHODS

(Synoptic note)

Badri Singh

Extension teaching methods are the ways of educating people, of making them aware of new ideas, of enabling them to consider these ideas in their specific local situations, of motivating them to apply these new ideas and practices and thereby of helping them to improve their living conditions.

It is important to use the right methods and tools in the right proportion at the right time.

The effective teacher or group leader must not only have at his command a variety of tools and methods of teaching but must know where to use them, when to use them, and how to use them.

Extension Teaching Methods classification.

(Methods classified according to use).

I - Individual contacts.

1. Farm and home visits.
2. Office calls.
3. Correspondence - personal letters.
4. Result demonstrations.
5. Telephone calls.

II - Group contacts.

1. Lectures.
2. Group discussion.
3. Programme planning meetings.
4. Method demonstrations.
5. Meetings at result demonstrations.
6. Tours.
7. Leader training meetings.
8. Conferences and seminars.
9. Formal groups like youth clubs.
10. Bal mandal and Mahila mandal.
11. Schools.

III - Mass contacts.

1. Bulletins.
2. Leaflets.
3. Circular letters.
4. Radio.
5. Television.
6. Exhibition.
7. Posters.
8. Film shows.
9. Drama/puppet shows.
10. News papers.

Relative effectiveness of methods.
Effect of number of methods used.

...

EXTENSION EDUCATION AS A MEANS OF INCREASING AGRICULTURAL PRODUCTION.

(Synoptic notes)

R.D.Kaushik.

Introduction.

India is predominantly an agricultural country. There is shortage of food due to less agricultural production and increased production of feeding mouths. Research and technology are available in the country but have not gone down to the grass roots who are responsible for production. There is a lot of scope of Extension Education to link technology to the producers and as a result more production.

Essentials for Increased Production.

1. Farmers need i.e. Soil, seed, plant food, water, plant protection, improved implements.
2. Organising resources i.e. Arrangement for supplies in respect of different in puts, credit facilities, marketing facilities.
3. Technology and its transmission to producers.
4. Team work so that the above mentioned needs are made available.

Extension Education.

It is a process of disseminating education so that there is production of desired changes in people's behaviour.

Connected terms.

1. Learning is the process by which an individual through his own activity, becomes changed in what he does and how he does it.
2. Teaching is the process of arranging situations that stimulate and guide learning activity toward goals that specify desired changes in the behaviour of people.

Steps in Extension Education Process.

1. Situation - What is now - Have analysis.
2. Fix objectives and goals - Keep in view resources etc. It should be educational objective.
3. Teaching - What content and by which method?
4. Evaluation - Appraisal of the progress with reference to objectives.
5. Reconsideration of situation after evaluation and repeat the process.

Elements involved in Extension Education Process.

I - People (Learner). People will learn if they want and it is related to their need and interest. They must have desire. The goals should be clear to them. They should put forth efforts. They must get satisfaction from what they have learnt. Learners go through diffusion process which has different stages i.e. awareness, interest and information, evaluation, trial and adoption. At each stage the learner has to be exposed to variety of extension methods that help learning.

II - Programmes (Plan and projects - Subject matter)

a) Programmes should coinside with national programmes.

b) Principles of programme development should be followed.

c) Programme development process should be followed i.e.

i) Need of the people.

ii) Goals.

iii) Means.

iv) Plan of action.

v) Execution.

vi) Evaluation.

III - Extension Worker (Teacher).
Extension worker should teach people and not subject matter. People are the main element and a change has to be brought about in them. He should teach what the people need and want.

Teaching process - Knowing the need - Stimulating interest and desire - conviction - Assuring benefits.

Qualities of Extension Worker. Good communicator, coordinator between people and government. Have faith in programmes in himself and in the people, sincere to job and have feeling for the people.

IV - Approach (Teaching techniques).
It should be democratic and educative approach.

V - Social system -
All the previous four elements will work under a social system, we may therefore, understand society, culture and leadership Secondly the social system process should be followed i.e. due recognition to initiating set and legitimizers should be given. Thirdly the worker should work with people through social action process i.e. Define need - establish goals - Decide means - chalk out plans - mobilize and organise resources - launch programme carry it out .. evaluate.

...

PLANNING SOCIAL CHANGE IN EXTENSION

(Synoptic notes)

T.M.Dak

I - Social change defined.

Social change refers to alteration in existing social system and relationships in due course of time. Planned social change refers to purposive alteration of social conditions, i.e. change from something thought to be less desirable to something thaught to be more desirable.

II - Underlying Assumptions.

i) Change is inevitable.

ii) People all over world want change and improvement in their life situations.

iii) People can be prepared and conditions can be created for change.

III - Harizons of planned social change.

i) Direction - from traditional to modern way of life.

ii) Rate of change - To accelerate the process of change it is induced and guided by two methods.

a) Human career of change in the form of workers.

b) Financial inducement.

IV - Why do rural people resist induced change.

1. Smallness of the social groups with greater social control over the members.

2. Isolatory character combined with immobility.

3. Integratedness of social life and technology.

4. Age long -

a) Habits & tastes.
b) Social practices;
c) Religious beliefs;
d) Social structure
e) Values and attitudes.

V - <u>How to bring about change</u> - <u>Some proven methods</u> -

1. Characteristics of Innovation -

a) Technologically superior.
b) Culturally compatible.
c) Economically feasible.
d) Educationally attainable.

2. <u>Change facilitators</u>.

a) Visibility of results.
b) Easy to handle.
c) Opportunity to try.
d) Trial without investment.
e) Presence of teacher.

3. Social factors.

a) Desire for prestige.
b) Desire for economic gain.
c) Competetive situations.
d) Obligation of friendship.
e) Religious touch.
f) Curiosity.
g) Authority.
h) Proper sequence and right time.
i) Parellel social forms.

...

LEADERSHIP TRAINING AND DEVELOPMENT

(Synoptic notes)

T.M.Dak.

I - Leadership Defined.

Leadership is conceived as a phenomenon of group relationship understood only in terms of group goals. It involves influencing others and making them to follow.

II - Leadership Philoshophies.

Leadership behaviour of any kind spreads between two extremes i.e.

i) Autocratic or authoritarian leadership.

ii) Democratic leadership.

III - Leadership Types as appeared in Extension.

1. Professional or project leaders - Subject matter personnel.

2. Nominal or organisational leaders - Office bearers of voluntary organisations.

3. Informal or lay leaders - Whose words are counted.

IV - Locating Leaders - For this find out,

1. What are the jobs?

2. What skills does it require.

3. Who is the person with these skills.

4. Type of persons who follow him.

V - Principles in leadership development.

1. Selecting men of potential ability.
2. Giving them responsibility.
3. Constant support and recognition.
4. Opportunity for sharing their problems with pears.

5. Guidance and councelling from experienced persons.

6. Turn over.

VI - Steps in Leadership Development Programme.

1. An inventory of possible leaders based on contacts.

2. An audit of all tasks and jobs.
3. Plan strategy for placing and developing leaders.
4. Developing a programme of supervision.
5. Development of leadership courses.
6. Plan follow up and evaluation.

VII - Some important issues in leadership training.

1. Who should train leaders?
2. What training is needed?
3. Who should be trained ? Selection.
4. Venue for training.
5. Season, month and duration for training.
6. Material and moral support and its source.
7. Follow up.

...

PLANNING THE LESSON

(Synoptic Notes)

C.L.Gupta

Definition -

A lesson plan is made up of detailed sequence of events to be carried out with a specific group of students. It is a statement of the aims to be realised and the specific means by which these are to be attained as a result of the activities during the period the class spends with the teacher.

Importance -

It is not sufficient for the teacher to know his subject - he must know his students and plan his lesson accordingly.

It ensures a definite objective for each class.

It ensures association between various lessons.

It ensures organization of subject matter and teaching materials.

It enables the teacher to decide his methodology.

It helps the teacher to be systematic.

It stimulates the teacher to introduce important examples, anecdots.

Elements of a good lesson.

Written.
Objectives clearly stated.
Materials well selected and organised.
Indicate teaching methods for each unit.
All the aids mentioned.
References given.
Contain evaluation exercises.

Steps in a lesson plan presentation.

I - Warm up - draw the attention.
relate the subject with the previous lesson.

II - Presentation of new information.

Systematic unit by unit.
Emphasis on key points.

III - Application step - Involvement.

IV - Check up - Question - answer method.

Suggested proforma for a lesson plan.

I - Class Subject Topic

II - Objective.

III - Audio visual materials to be used.

IV - Steps in presentation -

Subject matter	Method	Aid if any.
a) Warm up.	—— ——	
b) Presentation	—— —— ——	
c) Application	—— —— ——	
d) Check up	—— —— ——	

...

AUDIO VISUAL AIDS IN EXTENSION TEACHING

(Synoptic notes)

by C.L. Gupta

Definition -

Teaching materials which capitalise the hearing and seeing faculty of a learner in the teaching - learning process are termed audio visual materials.

Place of Audio visual materials in the process of communication.

The sender uses these materials to increase the clarity and effectiveness of his message. His signal is properly clothed by A.V. materials which is received by the receiver through his various faculties.

Types of Audio visual materials.

1. Illustrated materials - circular letters folders, leaflets, fact sheets.
2. Graphics - poster, charts, flannelgraph, flip book, flash cards.
3. Projected materials - film strips, slides, films.
4. Display materials - models, exhibits, wall news paper, bulletin board.
5. Demonstrations.
6. Field trips and study tours.

Merits.

1. Attract attention.
2. Avoid verbalism.
3. Motivate action.
4. Overcome language barrier.
5. Convince learner.
6. Speed up teaching.
7. Make teaching enjoyable.
8. Create confidence in the teacher.
9. Help teaching a large number of people at a low cost.

10. Create better learning situation.

11. Provide experiences not easily obtained through words alone.

Limitation.

1. They are aids not substitute for the teacher.
2. Preparations needs skill, time and money.
3. They need be personalized.
4. Distraction - if not used properly.
5. They become out dated after sometime.
6. Transport and mechanic difficulty in case of projected aids.

Selection.

1. Fits in the objective of the class.

2. Fits in the needs, abilities and interest of the students.

3. Size of the group.

4. Skill of the teacher.

5. Budget.

...

EVALUATION IN EXTENSION

(Synoptic notes)

H.Mahabaleshwariah

Evaluation is the aneasuring of progress in attaining objectives and balancing the values of their progress against the effort involved in achieving it.

How to evaluate a programme.

1. What have I been trying to accomplish?
2. With whom I am trying to accomplish this? How am I attempting to reach?
3. What evidence I should look for that will prove to me that I either did or did not accomplish it.

Steps in evaluation.

1. Formulate over all objectives.
2. Clarify objectives and make them specific.
3. Identify indicators or the type of evidence that will indicate movement towards the objectives or achievement of it.
4. Develop techniques and methods of measuring accomplishments.
5. Consider and decide on the decision of the evaluation.
6. Decide on what data are necessary to obtain evidence of achievements of objectives.
7. Select samples and collect data.
8. Organize and analyse data and interpret results.

Outline for an evaluation plan.

I - Title.

II- Purpose of this evaluation.
III- Background information.
IV- Kind of information you need to collect.
V- Plan for collecting and interpretation of data.
VI- Plan.for analysis of data.
VII- Sampling.
VIII- A plan for presentation of results of the evaluation study.

Types of information needed.

1. Facts about the situation at the begining.
2. Facts about performance of the programme.
3. Facts about results of the activities in the frame of the programme.

Who should be involved in evaluation.

1. The participants.
2. The leaders or educators.
3. The Block Development Officer.
4. The Panchayat Samiti.
5. Outside experts.

...

NEW STRATEGY IN AGRICULTURAL PRODUCTION

(Synoptic notes)

Badri Singh

The memorandum on the tentative frame work of the Fourth Plan visualised a rate of growth of not less than 5% for agricultural production. It also gave an idea of the mobilisation of policies and programmes in order to achieve this objective.

The target of food production by 1970-71 is 125 million tonnes. The level of production cannot, however, be treated as rigid targets; the position is to be reviewed from time to time according to the situation. What is more important is the consideration of some practical steps, and, if necessary, of a clear departure from some old principles having a bearing upon production. This re-orientation could be described as follows.

I - <u>High yielding varieties programme</u>.

a) 32.5 millions acres to be covered by the end of 1970-71.

b) Additional yield of 25.5 million tonnes of food grains.

II - <u>Emergency Food Production Programmes</u>.

a) Multiple cropping.

b) Cultivation of potatoes and tapioca.

c) To organise vegetable cultivation.

d) Farm yard manure and compost preparation.

e) Electric and diesel pumps.

III - <u>Higher Inputs in New strategy</u>.

Fertilizers, pesticides, improved seeds, improved implements and machinery, agricultural credit etc.

IV - Agricultural Research and Extension.

Demonstrations, campaigns, Tonnage club.

V - Incentives to Farmers.

a) Fixing prices of agricultural commodities on a remunerative basis.

b) Agricultural prices commission.

c) National Food Corporation.

VI - New conceptions regarding irrigation utilisation and cropping patterns.

a) Tube wells, wells, tanks.

b) Construction and repair of irrigation channels.

c) Scientific cropping programmes.

VII - Development of subsidery foods.

Poultry, fisheries, piggeries.

VIII - Administration organisation and plans of operations.

...

FOCUSING ON THE VILLAGER THROUGH TRAINING TECHNIQUES

E.N. Sanders

Increased agricultural production is a major goal in India today. The farmer is the person who will eventually bring about increased agricultural production. He is the determining factor on whether yields will be increased or not. The focus is on him.

Government of India, through the Ministry of Food & Agriculture, Community Development and Cooperation is using every available means to support the farmer in his effort to bring about self-sufficiency in food production. (Package Programme, IADP, IAA and HYVP). To bring about proper support Research Institutions are diligently striving to come up with findings on improved farming practices, recommended fertilizer, improved seeds, cultivation practices, irrigation etc. To diffuse research recommendations and to have them accepted by the farmer, Government has a structural heirarchy extending from village to central level (VLW, AEO, BDO, DAO, District and State Specialist, State Directors of Agriculture, staff members of Food & Agriculture and related Ministries.

All officer and workers on all levels have been or are being trained and educated to do their part. They are supported by training institutions, VLW Training Centres, Extension Training Centres, College of Agriculture and University of Agricultural Extension Wings and by required finances and other material support. Thus a coordinated effort by officers and workers on all levels to meet the farmer's needs of Food Production goals is made. This means especially that each level of worker dedicates his efforts to support (morally, technically, and materially) the worker below his level and vice versa.

Since the farmer is the producer and deserves feasible help than the Government workers who directly serve him should be highly qualified through training, be willing, and should have the best of support from all workers above them. More specially, as the Govt. worker closest to the people, and the one who has the first hand contact with them, the village level worker (VLW) is in the key position in India's

agricultural development efforts. The reputation of science (research), education, and to a large extent the philosophy of the Government rest upon the VLW's personality, ability and training. Therefore, the best of training, moral support, and needed facilities should be given to him. In most cases the officers above the VLW along with the Extension Training Centres mould him as an extension worker. If the job of moulding is done well the service and guidance to the farmer by the VLW will be highly effective. Hence the greater will be the desire of the farmer to want to increase crop yields.

In the midst of Government's all out effort to strengthen farmer leadership to bring about greater crop production through the various forms of training (Farmers Training, Specialised Training of Progressive Farmer, Group Discussion and HYV Training) the VLW is important in these training efforts. It becomes his responsibility to create and desire on the part of the farmer to want training, and to organise the training situation. In some instances, he actually leads out in doing the training and follows through on all training. So in equipping him for his task it becomes necessary for his Agricultural Officers, B.D.Os and others to be best equipped not only in extension methodology but in their respective subject-matter field. Consideration may be given to the task of preparing for training.

Preparation for Training

In preparing for the task of supporting each other and the VLW and eventually the farmer, there are certain findings that might make training of both the worker and the farmer more effective.

Social studies and experience have taught us that adults (We and farmers) learn best by being taught as grown ups(not children), Eight steps to training adults bears out this point.

EIGHT STEPS TO TRAINING ADULTS

1. They must want to learn. (We should not waste time trying to force them into training courses).

2. <u>Adults will learn only what they feel a need to learn</u>

They learn best when they expect immediate benefits and when knowledge or skills will be directly useful in meeting a responsibility.

3. <u>Adults learn by doing</u>

The importance of active participation in the learning process is greater among adults. They only learn about 25% of a lecture, 50% of what they learn in one year will be forgotton and 80% will be forgotton in two years time.

4. <u>Experience affects adult learning</u>

New knowledge must be related to, and integrated with, the accumulated results of a life time of learning experiences.

5. <u>Adults learn best in an informal environment</u>

They will respond to adult programmes in inverse relationship to the degree they are reminded of their childhood experiences.

6. <u>Adults favour a variety of teaching methods</u>

Learning proceeds more quickly among adults when information reaches the learner through more than one sensory channel (Reading, direct contact, news article, Radio, demonstration, field trip, movies, group discussion, etc.)

7. <u>Adults want guidance not grades</u>

They want desperately to know how they are doing. They should be encouraged to measure their own progress.

A further guide to adult learning may be related to how men learn.

How men learn

In considering how to train effectively, it is helpful to first understand something of how men learn:

We know by experience that the training process should be based on the fundamental principles that people learn through seeing with the eyes, hearing with the ears, saying with the mouth, and doing with the mind and hands.

We are told that we retain approximately:

10% of what we read

20% " " " hear

30% " " " see

50% " " " see and hear

70% " " " say

90% " " " say and do

These percentages are approximations, but they do indicate where emphasis in training should be placed. In this context we have learned in laboratories of training that men learn faster by seeing and hearing; men learn still faster when doing is added to seeing and hearing. It is doing which makes learning permanent. Men tend to remember what they did in training rather than what they were told in training.

Thus workers should be trained for key positions under conditions that are nearly like the actual job as possible.

The data above points to the need for using more than one method when training.

Many methods used in effective training

Too often Extension Trainers depend upon the spoken word only for effective training. Experience in Extension Training reveals that several different methods are needed in order to change behavior in a high percentage of people. The following methods and percentage of behavior change verifies this fact.

Method	Percentage of changed behavior
Demonstration	35%
Demonstration, lecture and radio.	64%
Demonstration, lecture, news article, radio, and group discussion.	86%
Demonstration, lecture, news article, radio, group discussion, field trip, role playing, movie or slides, and reading.	98%

As important as training in the various forms is to effective production, it requires that the trainer make the most efficient use of his time. The use of all practical methods of training available requires must serious and careful planning. The use of many methods requires more work. It requires a more systematic approach. The easiest way for the trainer is to use one method but it is not the effective way. The question for all trainers to decide is whether to plan well, and use many methods resulting in effective training; or plan little using one or two methods resulting in poor training. In focusing on the villager, efficiency in training spells efficiency in production. The real success of the training effort depends upon the quality of the course content and the trainer. Trainers should constantly evaluate course content and quality of training keeping in mind the problems of the farmer.

-.-

GROUP METHODS AS TEACHING TECHNIQUES

(Synoptic notes)

H.W.Butt

Group methods

Teachers and group leaders should make it a point to stimulate interest, participation and increase the effectiveness of teaching. Every teacher is a creator of learning situations. Different things have to be taught in different ways.

Small group discussion

This is a teaching technique by which a large group of persons is divided into smaller groups for greater participation and discussion. The primary purpose of this technique is to increase interest, to increase participation and to increase teaching effectiveness.

Large group discussion

This is the main common type carried on whenever a total of 7 or more persons gather for discussion as one unit. This method helps to thrash over ideas as a total group following a small group discussion.

Question-and-answer techniques

There are many ways of using this technique in the class rooms or meetings.

1. The leader may introduce the questions and call upon the group for answers.
2. The leader may draw questions from the group and the resource persons may answer these questions.
3. The leader may draw questions from the group and then turn the questions back to the group for an answer.
4. The leader raises some questions and answers them himself or calls upon a resource person to answer them.

The socio-drama

This is a dramatic skit. The participants act out a realistic situation. It provides a way to get insight into some problems of human relations. It is a simple and effective technique for teaching the basic principles of human relations.

The lecture

This method is considered absolete but still is the most widely used technique for teaching. Its characteristics is that one person does the talking to the group. It is the most scientific method of disseminating a good deal of information in the short possible time.

Symposium

This consists of two or more brief talks presenting different phases of the same general topic.

The forum

This method is very similar to the symposium in which two or more speakers present talks on the same subject. The forum differs from the symposium in so far as the subject is controversial and the speakers present the opposing sides of the question. Each speaker presents his case to the audience for its consideration.

The panel

This is a round table discussion usually composed of 4 to 6 persons. The purpose of a panel discussion is to get important facts and different view points out into the open, stimulate thinking and lay a basis for audience participation.

The seminar

This is a highly evolved form of discussion procedure. It serves three purposes:

1. To thrash out the prescribed problems.

2. To give opportunities to training the members in cooperative investigation.

3. Or to bring about precision and economy of expression.

The workshop

The workshop centres around a specific core of problems on area or interest. In the beginning in a general meeting the problem or problem area is discussed. The general group breaks down into smaller groups each of which is concerned with a single aspect of the problem.

... .

ORAL COMMUNICATION

(Synoptic notes)

H.W.Butt.

An essential feature of good speaking is to consider the audience. The main emphasis of the speaker should be on what is said and how it is said.

A good talk can be summed up in three words:

(a) Content, (b) Presentation & (c) Conclusion

(a) CONTENT

a) It is necessary to prepare a good outline.

b) Good introduction.

c) Body of speech.

i) Selection of material.
ii) Importance of illustrations.

a) Makes points clear.
b) Within the possible experience of audience.
c) Dedicated leaders' teaching.

iii) Use of humour.

a) Value of humour.
b) Danger of humour.

d) Conclusion.

i) Summing up of major points.
ii) Place for final appeal.
iii) Natural ending.

(b) PRESENTATION

a) Conversational style.

i) Look at your audience.
ii) Speak to your audience.
iii) Expression on the face.

b) Memorization.

c) Poise, posture, gesture and voice; hands, nervous feeling, proper breathing, proper use of voice.

d) How to learn how to speak.

(c) SOME CENTRAL CONSIDERATION.

i) Visual aids; (ii) Questions, (iii) Balance of mind.

... .

PROGRAMMED INSTRUCTION

(Synoptic notes)

(Based on Excerpts).

H.W.Butt

The latest theory of teaching in a systematic manner is being advocated as programmed instruction. It is essentially an approach to individualised instruction for a society that needs to educate its masses. This new technique needs new orientation. The specific advantage of this technique is that in view of the shortage of qualified teachers this method will enable one good teacher to do the work of ten. The quality of teachers and trainers has to improve in order to make the end product effective. The main emphasis is on the teachers who in turn can help the trainees to be proficient in the field.

It would be interesting to get an understanding of this new technique. Can this be adopted to our needs of training? Let us examine this teaching method and try to see what it contains.

What is programmed learning.

a. It is individualised; i.e. one person learns at a time. The device speaks to him without the intercession of a monitor or tutor.

b. The device presents material to be learnt in minimal increments. It operates on the principle that we learn better in small doses, and that we also learn better if we avoid errors. By proceeding in small steps we obviously reduce the likelihood or error.

c. That which is to be taught is rigorously ordered. Because of the desire to hold unexpected errors by students to a nimimum, each step in the learning process has to follow logically, as well as closely, the one preceeding it.

d. Students progress at their own pace. Instead of being restricted to a class room situation where an average student sets the pace for all students in the room, each user of a programmed instructional device, learns as quickly as he is able to. His rate of accomplishment is established by his performance alone.

e. The student's answer is almost instantaneously checked against the correct answer which appears before the next question is asked. In this way the student

receives the reassurance that his answer is correct, and the very apparance of the correct answer reinforces his learning.

What is a teaching machine

Such a programme could be presented through a machine or through a book form. The book forms which are more appropriate to our needs also can vary. Some authors prefer to give an answer on the same page following the frame while some give it on the back page. Non-verbal material like pictures can be presented in a book format but where certain skills are involved, a complex teaching machine may prove to be more effective.

How far can we adjust our training programme to these new techniques? Is it possible to plan our instruction material individually. The word "teaching machine" may sound to technical and mechanical. The material for teaching if prepared in advanced and simplified would definitely help in our type of teaching the Village Level Workers. The subject matter content of the syllabus if simplified and prepared in sequence and in small doses can definitely bring better response and effect. Is it possible to reduce the entire subject matter content included in the V.L.W. syllabus to a teaching machine? The advantage of doing this definitely will help quite a large group of teachers in making the teaching simplified. If some of the experts undertake this work it would be easy and convenient for new Instructors to carry out the systematic approach of an expert without having the required experience of an expert.

Developing a programme

In developing a programme it would be necessary to prepare proper frames. Frames are written in a sequence. There must be gradual progression from simple to complex concepts in successive steps. There are two broad categories of frames; learning frames and testing frames.

a. Learning frames are those on which various prompts and cues are given to bring the important instructional material to the attention of a student and make it understood by him.

b. Testing frames are those which do not provide any stimulus support and test whether a student has actually understood the material presented in the previous sequence of frames.

Difference between a programme and a text book

A programme has a question-answer format which a text book usually does not have. This makes the student responsive at every step. The utility of text book is not usually demonstrated in terms of the student's achievement.

Limitations of programmed instruction

Programmed instruction or self-instruction will work only if students are motivated to learn. No educational aid, nor even a teacher, can teach if a student does not want to learn.

In what areas can this new technique be used

It has been demonstrated that programmed learning has been effective in Geology, Chemistry, Mathematics, Physics, Educational Psychology and other similar areas. The greatest advantage of this method is that it helps the students to 'think'. The subject matter content is assimilated in such a way that the student is able to use it effectively.

... .

THE IMPORTANCE OF THE CASE STUDY METHOD FOR EXTENSION WORKERS

(Synoptic notes)

H.W.Butt

Introduction

The case study method is extremely useful in exploring and analysing the life of a social unit. This unit could be limited to a person, a family, an institution, a culture group or even a community. Sometimes this is a technique by which one could collect relevant information to find out an approach to a social reality. Through the case study method we can examine a complex situation and study a combination of factors that are involved in a given situation with the object of identifying the causal factors that are operating in it.

This is generally a non-statistical device of investigation.

The main object of the case study method is to determine the factors that account for the complex behaviour patterns of the unit and the relationships for the unit to its surroundings.

Values of the case study

a) Although much criticised the case study is absorbing and descriptive to reproduce social attitudes and values.

b) Inspite of the risk for wide application, this study is very enlightened and fundamentally real with a wealth of concrete details, memories and multifarious reactions of social situations.

c) They are the perfect type of sociological material.

d) It gives depth in understanding the social situation by indicating the extent, frequency and degree of associations.

Sources

There are two main sources from which data can be drawn.

a) Historical sources.
b) Field sources.

There are two methods of collecting facts from the field:

i) The direct method.
ii) The indirect method.

<u>Choice of cases</u>

<u>Recording of data</u>

<u>The interviewing technique</u>

<u>Limitations</u>

<u>Method of interview</u>

<u>Practical hints in interviewing</u>

... .

LESSON PLANS

Each participant was given an assignment of preparing one lesson plan during the two week refresher course. In addition to the preparation of these plans the group was given an opportunity to present their lesson plans to the group of fellow workers. These presentations were analysed through group methods.

Due to the shortage of time, it was not possible to complete the round of individual presentations of each participant. The analysis was done by the groups of participants through a symposium, panel discussion or a group discussion. A group of the members of the teaching staff participated in the analyses by presenting a sample of a panel discussion.

Before the presentation of these lesson plans, a detailed discussion regarding the essential features of a good lesson plan was held.

In the following pages a few lesson plans in Agriculture have been included.

LESSON PLAN

I. Topic. Cutlivation of Potatoes.

II. Objectives. To acquaint the trainees with the cultivation of Potatoes.

III. Previous background: In the previous class the trainees were taught the importance of cultivation of vegetable crops.

IV. Teaching aids: Black board, chalk & chart.

V. **Presentation:**

1. Soil and climate:-

Potatoes can be grown on almost all (except saline or alkaline) soils but sandy loams rich in humus are the best. Light sandy soils can be improved by green manuring with sann hemp, dhencha, guar etc.

Potato is a shallow rooted crop. Good preliminary tillage is therefore important. Give 4 to 8 ploughings which are followed by two to four harrowings to render the soil friable. Never work heavy soils in wet condition. Potato is grown as Rabi crop as it requires cold climate.

2. Rotations -

Potato produces 4 times as much food per acre as any cereal. Therefore, it needs adequate and sustained nourishment. Potato should not normally follow exhausting crops like maize, jowar etc. Introduction of leguminous crops in the rotational system would be ideal.

3. Seed slection:-

Desi varieties like Phulwa and Darjeeling Red Round - accounted for over 75% of the area under potato cultivation in the country. The remaining area was covered by less known desi varieties like Gola, Khira, Chambo Red etc. and the popular European potatoes viz;

uptodate and magnum, mostly in the northern hill regions and great scot in the nilgiri hills. Red patna is the most popular variety grown in Madhya Pradesh which matures in 80 to 90 days. It is due to its early maturity, greater number of tuber per plant and better keeping and cooking qualities. This variety is also resistent to early blight disease.

Besides this, a good range of new potatoes are replacing the old varieties - chandramukhi in place of Uptodate as rapid bulking and early maturing habits are the characters of economic value of chandramukhi. It matures 10 to 15 days earlier than uptodate and yields attractive, large sized oval tubers and 20% more than uptodate.

Kufri sindhuri is a heavy cropper and on an average yields about 45% more than Darjeeling Red Round.

Seedling P.S.1202, now named as Chamatkar is a heavy cropper, particularly suited to the plains. It replaces phulwa as it matures 20 to 25 days earlier and produces tubers of comparatively bigger size.

Great scot is a dominant variety in the Nilgiri hills of Madras, is extremely susceptible to late blight. So it is being replaced for Kufri Neeka and the new seedling A-7871, under Nilgiri conditions. These are late in maturity, but they are harvested before the plants fully mature and die off.

Besides this experiments are going on to introduce new varieties like Kufri-kuber, kufri kisan, kufri kumar, PS 555 and Kaigs Defiance and a number of seedlings like A-3649 have entered into commercial culture in the country.

4. Planting: -

The 1st crop is planted in September and dug by the last week of November, 2nd crop is planted in the month of October and is dug in early January. A few cultivators take 3rd crop also which is planted in the last week of November and dug by the 1st week of March.

Planting should be done in moist, well prepared soil to ensure good germination.

Spacing will differ according to variety and seed size. For late or medium varieties like Phulwa and Darjeeling Red Round, a spacing of 2 ft; in between rows and 1 ft. in between seed tubers is essential. For early varieties like Gola and Simla Numbri distance should be 1½ ft. in between rows and 6 to 8 inches in between rows. For late planting seed from hills be planted by cutting tubers in pieces. The knife to be used should be dipped in methylated spirit to avoid contamination of healthy tubers by the ring disease. Each tree should have atleast 2 to 3 eye buds. The seed rate is 10 to 12 mds. per acre.

5. Manuring and Fertilizers:-

Potato responds favourably to liberal supplies of manures and fertilizers. An average potato grower gives about 50 to 60 cartloads of organic manure per acre and 60 lbs. N and 30 lbs P per acre through chemical fertilizers. Thus a total of 100 lb.N, 60 lb.P and 90 lbs. K per acre are applied which is almost a general recommendation. The organic manure is applied before ploughing. The total quantity of chemical fertilizers are given, in 2 parts, half at the time of planting and the remainder at the time of earthing i.e. after a month. Planting is done on ridges which are 1 or 2 ft. apart.

6. Irrigation:-

Since, potato is grown on a comparatively lighter type of soils, the number of irrigations ranges from 12 to 16. The 1st irrigation is, however, given about a week after a planting and the last one a couple of days prior to digging. The rest of irrigations are given at regular intervals as per requirements. Usually one or two earthings and 2 to 3 weedings are done during the crop period. Irrigation water should not be saltish and be given in furrows. Size of irrigation bed would depend on the level of the field and the discharge of water supply.

7. Interculture:-

The aim of interculture is to keep the fields free from weeds, and the soil in a loose condition. Usually 2 earthings may be given, the 1st one when the plants are about 6-9 inches high and the 2nd one about 2 weeks after the 1st earthings. Tubers which remain exposed to surface, turn green and become unfit for human consumption.

8. Pests and diseases:-

The important pests and diseases commonly noticed are early blight, potato tuber moth and potato cutworms. The first two cause considerable damage to crops. The cultivators, however, do follow the recommended plant protection measures as given below:-

1. Early blight disease.	Blitox	1 lb. in 80 to 100 gallons of water per acre.	2-3 sprayings.
2. -do-	Bordeaux mixture.	2-2-50 in 40 gallons of water per acre.	-do-
3. Potato cutworms.	Nicotine sulphate.	1 lb. in 80 gallons of water per acre.	-do-
	DDT(5%)	15 to 20 lbs per acre	as dusting.
4. Potato fungal or bacterial rot.	Agrosan GN	1 lb. in 80 gallon of water per acre.	Dipping the tubers before planting.

9. Lifting:-

The time of lifting and harvesting is important in regard to storage behaviour of produce. Delay in harvesting means heavy rottage. This is because certain soil fungi invade the tubers at high temperature and render them liable to heavy rottage in storage & lower their keeping quality.

10. Yield and storage:-

The yield of potato ranges between 110 to 155 mds. per acre or even more the average being 135 mds. per acre. In view of the importance and popularity of this crop. It is stored in cold storages for the next season. There are some growers who obtain seed potato from outside every year. Locally it is sold @ Rs.10/- to 12/- per md.

VI. Summarization:-

In conclusion, it may be stated that looking to the importance of Potato cultivation an early maturing and high yielding variety can better the prospects of this crop.

From our studies we find that the total cost of cultivation comes to about Rs.650/- per acre and the returns are worth about Rs.1400/- per acre ie. the average profit work out to nearly twice the initial investment in the crop.

VII:- Testing and Check-up:-

What are the general doses of fertilizers recommended for this crop?

What new varieties you will replace for the old?

VIII. References.-

1. Indian Farming March, 1967
2. -do- July, 1967

3. ICAR Information Pamphlet No:22 on Growing Potatoes.

IX. Assignments:-

Study the different varieties of Potato, and fertilizer recommended doses of the crop.

...

LESSON PLAN

1. Subject — Agriculture

2. Topic — Cultivation of dwarf varieties of wheat.

3. Objective — One of the valid problems of India these days is the food shortage and all the agriculture scientists and the extension workers are on their best efforts to find the ways to have higher and higher produce from an unit of area of Indian soil.

   High yielding varieties Programme (HVP) is the latest and best solution found for the problem, Therefore the knowledge of cultivation of high yield varieties becmes must for all of us.

4. Previous Background:

   We all have been well aware of the situation since long and we have been able to produce many new varieties of wheat on our Indian Agri. Research Institute under N.P. series. There was a time when N.P.4 (farmerly known as Pusa 4) was considered as one of the best quality of wheat in the world.

   These were the varieties tall in height having lodging tendency on fertile soils and thereby giving on loss to the yield per acre. Cultivation of wheat has been a gamble as due to large tendency the imgation at maternely stage was very risky.

   Now the dwarf varieties (3 gens and 2 gene, are available and there is no danger of high inputs if fertilizers a water to have high production.

These varieties are:

Lerma Rojo	3 gene	- Late variety
Sonera 64	2 gene	- Early variety
Sonara (Sharbati)	"	- Early variety
Kalyan 227		
Sama 227		
P.V. 18		

Let us discuss how these varieties are to be cultivated.

5. Teaching Material:

1. Balck-board and Chalk
2. Flannel strips.

6. Presentation:

a) Introduction

Paddy and wheat being the staple food grain of India have received the best attention of scientists to try improvements for high production. U.P. Method of wheat cultivation has been very popular best the package of practices for the cultivation of dwarf varieties of wheat is quite different and it /is being explained through these flannel strips.

b) Contact

Flannel strips.

c) Application:

Any question from the side of trainees.

Summarization

While summarising we compare the package of practices of these varieties with that for the local ones. We find 5 main points of differences.

LESSON PLAN

1. Class — Teacher Trainers
2. Subject — Agriculture
3. Topic — Cultivation of Hybrid Bajra
4. Objectives : (Teachers)

   a) To make acqueinted the trainees about the cultivation of Hybrid Bajra.

   b) How to overcome the food crisis of the country.

   c) To make well aware the trainees with the latest developments in the field of agriculture.

5. Teaching Aids :

   a) Black board
   b) Flannel strips
   c) Flannel graph

6. Previous background :

   As in previous, I have dealt with the cultivation of local Bajra

7. Teaching Procedure:

   a) Introduction

The deteriorating food situation in the country consequent to the continuous draught years warrants a radical change in the cultivation practices. Food production can be stepped up only by adoption the cultivation of high yielding varieties. The advent of the short-duration, high yielding varieties has made it possible to increase the out turn of crops in all the cultivated areas. The farmers all over the country should meet the challenge of food shortage by growing short-duration crops. It should be the endeavour of the farmers to ensure that every inch of land which can be under a short-duration crops is not left fallow.

b) Presentation of the subject matter

Hybrid Bajra gives high yield in comparision to local and other improved varieties. By adopting the following package of improved practices the desired results can be obtained.

Selection of field

1. Field should be well levelled.
2. It should have adequate drainage facilities.

Preparation of field

1. Field should be ploughed upto 6" deep and prepare smooth clean bed.

2. If white Ants are a problem, apply 5% Aldrin or Heptachlor at 15 Kgs per Hectare. It will control white grubs too.

Variety:

1. Always select a suitable variety.

2. Use only certified Hybrid seed variety HB-1. For Gujrat use HB-115.

3. Always fresh seeds should be used for sowing purposes.

How much to sow

1. For direct sowing use 3.75 Kgs to 5 Kgs per Hectare (3.5 to 4.5 lbs. per Acre)

2. For a transplanted crop sow 2.50 to 3.75 Kgs per Hectare (2.5 to 3.5 lbs. per acre) in the nursery.

Sowing:

1. Before sowing confirm soil has got enough moisture.

For direct sowing - Drill the seed not more than two inches deep, in lines 18" to 24" inches apart.

Three to four weeks after sowing thin out the crop so that the plants are spaced 4" to 6" inches apart. Fill up gaps if any with the extra seed lings.

2. For transplanted crop - Raise a Nursery of 400 sq. meters to raise seedlings for a Hectare. Make flat beds 1.22 meters wide and 7.61 meters long. This system has got many advantages.

   a) Saving of seed.
   b) Double area can be covered in this way with the same qty.
   c) Uniformity in light of plants can be maintained.
   d) The chances of losses due to rains are minimised.
   e) More time can be divoted in the preparation of field.

Nursery:-

Give all care to Nursery apply sufficient manure or compost.

Sow seeds in rows four inches apart, but never sow deeper than half an inch.

Sow the seed in second fortnight of June.

Planting should be done in July when they are 20 to 25 days old.

When they have four to five leaves.

Plant the seedlings at distances 4 to 6 inches, rows 1.5 to 2 feet apart. Carryout this operation in the after-noon to protect seedlings from the scorching summer sun.

Manures and fertilizers

1. Apply heavy dose of F.Y.M. at the time of final land preparation.

2. Apply 60 lbs. Nitrogen, 30 lbs. P 205, 20 lb. Potash per acre.

3. Give all the Phosphoric and Potassic and 60% of the Nitrogenous fertilizers, at the time of transplanting, and rest of N_2 into two dozes.

In irrigated conditions apply 100 lbs per acre in two equal split dozes.

Interculture

Keep the field free from weeds. Shallow intercultivation not more than two inches deep, but not near to plants. This work must be completed by the 30th day after sowing.

Irrigation

Transplanted Bajra require irrigation just after transplanting. Give second irrigation four to five days after.

Plant Protection Schedule:

1. After a fortnight of germination dust 12 Kgs of 10% BHC per Hectare and repeat it when necessary.

2. Rats are the enemy No.1 kill them by Poison baiting with Zinc Phosphide.

3. If dry spell continues, dust the crop with 22 Kgs. of Sulphur per Hectare.

Harvesting and yield

Harvest the crop when grains are quite stiff. Hybrid Bajra gives approximate average 40 mds. grain per acre.

Economics of cultivation

Total additional investment Rs.210/- approximately. Average yield 40 mds. seed.

Costing Rs.1600/- @ Rs.40/- per md.

Net income Rs.1390/- per acre by Hybrid Bajra cultivation.

Profit over local variety will be approximately Rs.590/-.

d) Summary (Recapitulation)

Selection of field, Preparation of field - How much to sow, Sowing, Manures and fertilizers, Intercultivation, Irrigation, Harvesting and yield, Plant Protection Measures and Economics of Cultivation.

e) Testing and check up

1. What are the local methods of sowing?
2. What are the different methods of sowing of Hybrid Bajra?
3. What will be seedrate in case of transplanted Hybrid Bajra?
4. How many irrigations are required in Hybrid Bajra cultivation?

f) Suggested Reading

1. Intensive Agriculture Bulletin - May, June, July, 1967 - Published by Information Unit Directorate of Extension, Ministry of Food, Agri., Com. Dev., New Delhi.
2. High yield with Hybrid Bajra, Pumphlet March, 1967 - Produced by Farm information Unit, Directorate of Extension, New Delhi.
3. Rajasthan Agriculture Diary, 1967.

Questions for study

1. How the cultivation of local Bajra is done in your areas.
2. What improved practices are adopted in cultivation of Hybrid Bajra.

-.-

FARMERS' TRAINING

A complete day was devoted to get the group acquainted with the latest information regarding the programmes for farmers' training in the country. The notes prepared by the various batches at the Directorate as well as at various Universities were supplied to the group. The topic on farmers' training was introduced in detail giving various methods, facets of the approach in this programme. Time was allotted for detailed discussion to get the reactions of these participants regarding the methods of approach adopted in this programme.

In the following pages views expressed by the group have been included on farmers' training.

... .

FARMERS TRAINING AND EDUCATION
(Reactions of the Participants)
I. Institutional Training

Farmers Institutes or Kisan Vidyapeeths:-

Kisan Vidyapeeths or Farmers Institutes one in each district will be the ' base-line of operation' for farmers education and training. Not only will they provide a number of courses prescribed, they will also become the constant points of referance for any difficulties and enlightenment and will seek to establish a two-way communication through correspondence and personal contacts with the Farmers Discussions Groups. It will have its own simple dormitory and laboratory. It will have two kinds of staff, one stationary and the other peripatetic, both consisting of specialists and experts of a level higher than the average VLW and Extension staff. The farmers Institute staff will be in close contact with the Extension staff and the particular peripatetic team will be often on the move. Some of the equipment will be used for demonstration purposes in the farmers fields.

There will be 100 such Farmers Institutes, one in each district. Every Institute will organise two courses, as explained below:-

1. Short specialised Courses.

The object of the specialised short courses of 7 to 15 days each is to cover certain specific aspects of the HVP Crops, such as the application of fertilisers and pesticides, preparation of land, use of modern tools, seed processing etc. and other important practices. Each course will cover 30 farm adults. The number of courses will rise from 1000 in the first year to 2400 in the fourth year and the number of persons covered will rise from 30,000 in the first year to 72,000, bringing a total of 1,98,000 in 6600 courses. Each trainee will receive a small allowance per day (Rs.2.50 plus transpertation charges from and to the Institute). Thus for every 25 families there will be one person trained.

2. Three months courses for young farmers.

The Vidyapeeths will conduct three months courses for young farmers in order to give them an idea of the problems of a specific crop season.. This course will be given in convenient instalments so that the farmers may not be required to be away from their lands at one stretch for a long time. The situation will vary from region

to region. The Institute will retain a contact with them and give them practical guidance as well as demonstrations. In particular, the problems arising out of the HVP will be gone into in greater detail. They will also have an opportunity to learn about the implications of the Farmers Discussion Groups, so that they may become convenors. Preferably these trainees will be literate.

The number of courses will rise from 100 (covering 2500 young farmers) in the first year to 3000 (cover 7500 young farmers in the final year, the total being 22,500 in 900 courses. Each trainee will receive Rs.50/- per month for his food and other expenses plus free transport to and from the courses. These courses will enable one young farmer for every 200 families to obtain the training. Each course will have 25 young farmers.

3. The Reactions:

This group has thought over'Institutional Training of Farmers' which constitute one of the most important aspects of Scheme of Farmers training and education. This group could have an opportunity of hearing Dr. S.R.Barooah and Sri Badri Singh on this aspect and also Sri Baldev Singh threw some light on this important training. This group was also provided latest notes and letters and other published material on this training. Accordingly this group could have an opportunity to know in detail about the various types of courses; their organizational set up; Estimated expenditure fot Farmers Training course, details of expenditure for Farmers Training centre, cost of buildings and office equipments etc., of equipments for Farmers Training Centres, duration of various training courses, selection of Farmers, Farm women and youths and syllabi for various training courses.

Keeping in view the importance of this programme as ' human inputs ' the group gave a deep thinking on various aspects of the institutional part of the training and suggested the following measures to make this training most effective: -

1. Staff:

The group felt that the staff which is posted at these centres should be of very high calibre. They should be very experienced and mature persons to communicate the training in practical manner.

2. Selection of trainees:-

This group was of the opinion that due importance should be attached to the selection of right type of persons having land and practising agriculture otherwise the very purpose of training will be defeated. As regards selection of youths this group was of the view that (25-35) age group should be preferred because by this age a sense of responsibility and maturity develops.

3. Evaluation before and after the training:-

Through evaluation of trainees at the end of the training is prescribed but the group felt that a provision of evaluation should also be made in the beginning so that it could be shown as to what extent the trainees could grasp the training.

4. Selection of training Centre:-

The group felt that the very selection of the training centre should be made very continuously and only such plans should be selected where there could be sufficient facilities for practical training e.g. demonstration plans etc.

5. Mode of training:-

As a matter of fact the group was satisfied that demonstrations and practical aspect of this training is emphasised again and again. Even this group suggested that the practical aspect of training should not be allowed to suffer due to lack of demonstration equipments etc.

6. Association of Farm Women in the programme:-

Though there can hardly be any question on the provision of farm women training as ladies too do a lot of agriculture operations and without their training we shall be making a blunder. However, some members of the group felt doubt if right type of farm women will be forthcoming for this training. Even then the group felt that we should not deprive of our farm women from this training on this account. We should rather like this as on experimental basis and try to make it successful.

7. Uneven level of knowledge of participants:-

The group felt that a difficulty may arise due to differences in the level of the basic

knowledge of participants even than the Instructors concerned may try their best to convey new knowledge to all as far as possible.

8. Absconding participants:-

The group also feel that there may be such cases where in a participant may join the training but leave it in the middle of the session. In that case at times it will be difficult to make good the financial expenditure increased by that time.

II. Non-Institutional Training.

Farmers alone can increase India's food production. In our country farming is still a family occupation, involving the farmer, farm women and farm children. If any training is to be provided it must meet all the three segements of the family.

With the introduction of high yielding varieties in field, Agriculture is in revolutionary more and it is felt that the existing efforts of the regular Extension agencies has to be supplemented with some additional raising programme. Brief details of the non-institutional programme are as under:-

1. Demonstration-cum-training camps:-

Under this programme it is proposed to cover 16,000 farmers by organising 400 camps/district/year, 200 before the kharif and 200 before the Rabi season. This may cover on an average about 10 blocks in the high - yielding varieties, programme, in a district and each VLW circle area will have at least two such camps. These camps will be supported by mobile peripatetic teams.

2. Discussion groups (Chacha Mandals).

It is proposed to have 200 farmers and 100 farm women discussion groups per district, each group composed of not more than 20 participants. The farm radio forum broadcast will form the back-bone of the discussion amongst the farmers. Each group will appoint a convener from amongest its literate membership who will receive a small monthly honorarium to meet expenses on postage and on operation and maintenance of radio etc.

Reactions of the Group:

1. Selection of farmers - General Criteria:

1. There are few persons of Scientific outlook and of inquisitiveness. The confidence in extension machinary is shattering . Therefore the 'awareness' is to be created to invite the candidates of the camp.

2. Only those farmers who are willing or in whom interest has been created be brought to the camps.

2. Planning for the camp.

1. What we teach on the camp should not be left to the speakers deputed for the purpose. The subject-matter as far as possible be standardised. Instructors be well tested, and trained before they are asked to give talk;

2. The talk or material given should be based on need of the farmer and with the discussion and approach of the local leaders.

3. The language used should be local.

4. Examples given should relate to the achievement of local farmers.

5. Teaching methods for farmers should be discussions and talk not the teachers. The stories of local happenings will be very useful. Coloured poster, charts, Flannelgraph will be quite suitable to attract attention of the farmers.

3. Who will teach?

Selection of the speakers is of great importance. Only experienced hands having the field experiences may be assigned the job. The assumption that the teachers of regular classes of VLWs or other set of youth will be suitable/group is not correct. Pre-trained local leaders will be of great help.

Venue of the camp.

The selection of Venue should be made well in advance is very important factor. The places be preferred where some live demonstrations and crops are ready to be shown.

4. Time of holding the camp.

Only the training given once will not be enough.

Some arrangement for proper follow up by block staff is also necessary. All the operation are demonstrated at the same time while in actual condition on farmer field are spread over at long interval. Providing guidance on the spot is essential. The extension agencies be examined and tested after training how they will operate on the farmers field.

5. Planning through the local leaders will be of course, useful but only the functional leaders would be helpful. The early adopters will be real help.

6. Arrangements:

1. The date fixed once should now be changed.

2. Repeated information to the farmers related for the camp is necessary.

3. Speakers included in the programme must report for the camp in time.

4. The information through Pradhan of Goan Sabha and Oath Village Leaders will be helpful, but the publication in the local papers will be of little use.

5. Posters showing the dates be pasted on walls.

6. Recalling the attention of the previous camp will not be very useful as the previous record of village leaders training camp have not been praiseworthy.

7. Physical facilities:-

Hukka arrangement may be helpful.

8. Teaching material:-

There should be a squad to check and verify the supplies. It has been seen that article one purchased remain unused for want for minor repair.

The films should be related to the subject.

9. Information to trainers.

Only information will not do. This information should bear the spirit of an order so that the presence or attendance be taken as MUST.

10. Conducting Camp.

1. Camps are to be run under the presidentship of the

man related by the farmer. This may be changed for the other session to give chance to more leaders.

2. The practical work should be conducted by the efficient hands only. It will be to get this work done through a local farmer pre-trained for the purpose.

3. The supply of the article should always be kept in mind while teaching. If supply is short general statement be avoided.

4. Trial by one or two farmers of the villages will be very useful and will give good impact of the Demonstration.

5. Economic phase, source of availability and price may also be explained while giving demonstration.

Follow-up.

1. The VLW should be provided a register to keep the records of the farmers to be taken to the camp and to write their performances.

2. A bulletin of the giving stories of successful farmers be regularly issued.

3. The register to be maintained by the VLW should be named as:

Progressive Farmers' Register

Name of the village & Block.

Name of the VLW.

The first page - All information about the village like population - farmers, non-farmers area under cultivation - irrigation facilities on the 2nd or third page and the list of progressive farmers with their particulars in respect of land and means of cultivation. The dates or period of training with name of the camp. The results of follow-up achievements - success and failures during the season. Second Training Camp - period of a place. The result of the training and achievements of the farmers.

By keeping the register we can know who are the real farmers and whose training is to be followed up. Who are to be ignored for the present? A good number of case histories and examples will also be available for bulletins and publicity.

. . .

CASE STUDIES OF INSTRUCTORS IN G.T.C.

(Summary of the Findings)

An attempt has been made to bring out the main points briefly from the eleven case studies of the Instructors of the Gramsevak Training Centres who were participating in the two week refresher course organised at this Institute.

The studies have been divided according to subject-matter for the summary and allotted to a separate consultant as follows:-

1. Four studies of Instructors in Agriculture - Sri Badri Singh.
2. Three studies of Instructors in Panchayat & Cooperation - Sri H.Mahabaleshwariah.
3. Four studies of Instructors in Public Health & Home Science. - Sri T.M.Dak.

1. Instructors in Agriculture:-

Background and qualifications:-

The Instructors are graduates in Agriculture and average students. Most of them have the experience of working as Agricultural Extension Officers in a Block or in a Department allied with Agriculture.

So far as their aptitude for teaching is concerned more were interested in the field work rather than teaching. They are at the GTCs not by their choice but by the Departmental arrangements.

Methods and Techniques:-

Except one all have been trained in teaching methods and communication media for a period of three months or two months at the Extension Education Institute, Nilokheri. Before training they have been teaching without any knowledge of the principles and methods of teaching and the use of Audio-visual Aids.

Training has brought about a clear difference in attitude and skills in all of them. They are

inclined to create interest in the class, prepare systematic lecture-notes or lesson plans, face the class well-prepared and use the visual aids available. According to the latest revised syllabus major emphasis has been given to the practicals in Agriculture in relation to other subjects like cooperation, Panchayat, Public Health etc.

Problems:-

There are certain problems faced by them which come in the way of their efficient working which are as follows:-

1. Lack of suitable guidance from senior Officers which causes frustration about the whole programme.

2. Other assignments given during the regular teaching programme.

3. Facilities of vehicles are not adequately provided for visits to the villages for village practicals.

4. The absence of medical and educational facilities and the facilities of marketing. This affects their work and efficiency in the day-to-day training programme.

Suggestions: -

. To make the Instructors more effective, the following suggestions have been made.

1. More incentives should be provided to them by way of recognition of their work and promotion.

2. The senior authorities should encourage and guide the Instructors and provide the necessary facilities.

3. As far it is permissible under rules the vehicles may be made available to the Instructors on payment for medical and educational facilities.

4. Arrangements for the follow-up of the trained VLWs should be made in order that the training programme can be suitably modified and improved upon.

5. The Principals and Instructors who have not been trained should be sent to the Extension Education Institutes.

6. Persons with interest and the right aptitude for training should be appointed at the GTCs.

7. Suitable facilities may be provided to the teaching staff for the preparation of visual-aids.

8. More attention should be paid to the organization and furnishing of the library with latest books and publications.

9. The supply of required materials should be provided to the staff for arrangement of the demonstrations before the VLWs and the farmers.

2. Instructors in Panchayat & Cooperation.

One of the Instructors is a graduate while two of them hold Masters degrees. Their age ranges between 34-40 years. All the three instructors are very much interested in the teaching profession.

Training and experience:-

All have received training in teaching techniques at the EEI and also in their subject-matter field. They have worked in the field as Extension Officers and Block Development Officers before they came to the GTCs as instructors. The three instructors have also received training in applied nutrition programme. They have expressed that the training in A.V.Aids and lesson plan preparation was very useful at the EEI.

Self-image.

All feel strongly that their field experience has enriched them to fulfull their responsibility of teaching satisfactorly at GTC. One joined the GTC with the expectation of improving his educational qualifications.

Workload:-

Since 80% of the weightage is on Agriculture, the instructors feel that time allotted for their subject is too little. Inspite of this they take 90 to 300 periods in theory and 53 to 200 periods in practicals. Apart from teaching all courses, they also take part in conducting examinations for examining the trainees at various levels, supervise job training, village practicals, field visits cooperative stores etc.

Teaching Methods:-

All the three instructors have prepared detailed notes in their subject-matter field.

They have also prepared talking points for each lesson. They also keep their notes uptodate by adding new information that they receive from time to time.

The main visual aid that they use is Black board but also supplement it with posters, charts and strips etc.

All the three use lecture-cum-discussion method in their teaching. Two of them dictate notes.

Syllabus:-

They feel that the contents of the syllabus are upto the mark but they differ about the treatment because the time allotted for each subject is too short.

Others:-

They conduct their practicals on the campus very effectively because there is a cooperative store through which they give training to the VLWs. All of them are satisfied with the cooperation they receive from the Principal.

Suggestions:

1. When the instructors are appointed from the field it is better that they are sent for training in Extension Teaching Methods at one of the EEIs as early as possible.

2. For new subjects or programme like the high yielding variety programme or Applied Nutrition programme, It is always better that the instructor incharge is deputed for training courses in these subjects at the earliest opportunities.

3. The library in a GTC may be given more attention. All departmental circulars may be placed in a proper file in the library as is done in the block.

4. The syllabus and treatment of cooperation and Panchayat may be revised.

5. The Principal should encourage the Instructors in their work. It pays in the long-run if the failures of the instructors are also appreciated, provided they are genuine.

3. Instructors in Public Health and Home Science:

1. All of these cases are Science graduates except one who is an Intermediate.

2. All of the three have attended courses in Extension teaching methods at Extension Education Institutes except the Instructress in Home Science. They have also undergone training in family planning; Applied Nutrition Programme and Health and Sanitation.

3. The public health instructors had some experience in their own field before joining the GTC.

The three Instructors in Public Health have put in 7 to 10 years of service while the Home Science Instructress has worked for 2 years in the GTC.

II.Main Findings:-

1. As the teaching load is very low the extra duties assigned to the instructors are very heavy and varied.

2. The Instructors take 150 to 270 hours of theory and practical classes in a year whereas the Home Science Instructress has only 80 hours.

3. For self-study two Instructors devote 250 hours per year in the library.

4. All of the Instructors under study have prepared detailed notes which are revised and modified from time to time. The Home Science Instructress has made full use of the summary records received from the EEI's.

5. Regarding teaching methods all adopt the lecture methods followed by discussion and in the end dictation is given. They feel that dictation is necessary atleast in the preservice class.

6. Out of the four, two prepare visual aids, themselves. One has procured some aids from different agencies.

7. All feel that the treatment of the syllabus is effective; two instructors in the public health feel that the periods for non-agricultural subjects have been reduced considerably and as such they do not get sufficient time to cover the syllabus.

8. Regarding subject-matter knowledge , they feel that they do not have any deficiency.

9. Two of these cases have expressed their achievements in saturating the village in small-pox vaccinations, preparation of good visual aids and popularisation of sanitary latrines.

10. Problems and suggestions:-

a. There exists a disparity in the status and grades between the Instructors in Public Health and Instructors in Agriculture. This results in discouragement.

b. Educational, marketing and other facilities do not exist at the centres situated in remote areas.

c. Accommodation facilities are not available in these cases.

d. Although the weightage of Public Health has been reduced considerably , it is necessary that a feeling should be created in the minds of the trainees that every subject is equally important.

f. The latest literature should be made available at the training centres.

....

LIST OF TEACHING STAFF

1.	Dr. Herbert W. Butt	Principal
2.	Sh. Badri Singh	Vice Principal
3.	Sh. C.L. Gupta	Lecturer in Audio-visual Aids.
4.	" H. Mahabaleshwariah	Lecturer in Agricultural Economics.
5.	" T.M. Dak	Lecturer in Rural Sociology.
6.	" R.D. Kaushik	Superintendent, Refresher Training Unit.
7.	" Baldev Singh	Instructor in Agriculture.
8.	" A.K. Chakravarty	Chief Instructor Agricultural Workshop.
9.	" H.C. Luthra	Design Engineer.

....